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INKS FRANKLIN, EDITOR • EVERETT KEITH, EXECUTIVE SEC'Y • VOL. XLV NO. 9



THE COVER

Dogwood against a blue sky—that is the cover for this month's "School and Community." Dogwood is synonymous with spring in Missouri, and the clear skies complete the picture. Spring is greeted with enthusiasm by everyone, but teachers, of course, have a special place in their hearts for it, since it signifies the close of the school term and summer soon to come.—Photo by: Massie, Missouri Resources Division.

Send all Contributions to the Editor

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YEARBOOK CLINIC
SCHEDULED JUNE 22-27

Guest instructors from Indiana and Illinois and members of the faculty of the University of Missouri School of Journalism will staff the annual School Publications Short Course in Columbia June 22-27.

Lee Pursley, former president of National Association of Journalism Directors and a successful adviser of school newspaper and yearbook staffs for many years, will instruct and demonstrate techniques in the newspaper. He now teaches and directs publications and journalism at Anderson, Indiana.

Mrs. Julianna Uphoff, whose yearbooks and newspapers at Flora, Illinois, win top awards in critical evaluations every year, will lecture and conduct workshops in the yearbook. She is a photographer and free lance writer as well as a successful adviser and teaches in the large Indiana workshop each summer.

The School of Journalism and Missouri Interscholastic Press, the college of Education, the Division of Continuing Education, and National School Yearbook Association cooperate in the annual short course. N. S. Patterson, editor of "Photolith" magazine and a national service for yearbooks, directs the course. Dr. William H. Taft and Bryce W. Rucker, of the School of Journalism faculty, are co-directors.

Dean Earl English and other members of the journalism faculty will speak on various special aspects of school journalism.

No enrollment fees will be charged. Advisers and key staff members are welcome. Advisers may earn one hour's graduate credit by meeting the usual University requirements and paying the fee assessed. Housing and meals will be provided at low cost by the University.

SOUTHEAST PRINCIPALS
NAME NEW OFFICERS

Tony Statler of Doniphan was elected president of Southeast Missouri District Department of Elementary School Principals at a meeting of the group March 6 in O'Neal school in Poplar Bluff.

Other new officers are Gerald McElrath, Dexter, first vice-president; Elzie Danley of Portageville, second vice-president; and Mrs. Imogene M. Webb of Naylor, secretary-treasurer.

Executive committee members for the year 1959-60 are: Harold Eberhart, Fredericktown, and Walter McFarland, Hillsboro, north area; James V. Jenkins, and Vencil Wilson, Poplar Bluff, west area; Conway McDaniel, Kennett, and Bob Scott, Caruthersville, south area; Melvin Gateley, Cape Girardeau and Bob Miller, Sikeston, central area.

Theme of the meeting was "Organizing the Staff for Problem Solving."

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MATHEMATICS COUNCIL SCHEDULES MEETING

The National Council of Teachers of Mathematics plans two programs in conjunction with the NEA convention in St. Louis this summer. Both meetings are July 1 in the Melbourne Hotel.

A panel composed principally of administrators will discuss handling superior pupils in mathematics at 9:30 a. m. and the discussion will be followed by a question and answer period.

The luncheon speaker, according to Professor Jesse Osborn of Harris Teachers College, chairman, will review the status and goals of various groups now working to improve curricula and methods in mathematics.

BULLETIN COMMENTS ON ADULT EDUCATION

Enrollment in adult education in Missouri public schools is not increasing as rapidly as the nation at large.

This is one of the conclusions reached by Merrill D. Williamson in a research bulletin "Status of and Trends in Adult Education in the Public Schools of Missouri."

Williamson has also discovered that enrollment in non-reimbursable adult education is rising, while enrollment in reimbursable education is remaining stable. Most public school administrators, adult students and lay leaders tend to favor the use of state tax funds for adult education, rather than use of local tax funds.

The bulletin is No. 72 in the education series issued by the University of Missouri, Columbia.

RIVERVIEW GARDENS ADOPTS PLAN USING SUPERVISORY GUIDE

In a move to improve the quality of professional efficiency, the Riverview Gardens School District in St. Louis County has prepared a guide to be used in supervisory work, according to Dr. Norman Loats, assistant superintendent.

The guide outlines a number of goals it seeks to achieve: Improved communication, so that teachers are consistently informed; help personnel achieve highest capabilities; elevate competencies; improve instruction; encourage professional growth; and strengthen inter-personal relations.

The plan sets up four formal conferences for each school year for personnel new to the system. Those with more than two years teaching experience in the district will have one formal conference per semester.

The school principal has responsibility for the conferences, and analysis charts are summarized and submitted to the superintendent. Each person receives a copy of the analysis chart which goes to administrative assistants.

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BEFORE HER RECENT RETIREMENT, Miss Flora Adler was executive secretary to a Standard Oil official. An employee of Standard for more than 22 years, she is now on a world tour. Back in 1903, when retirement benefits were virtually unheard of in industry, Standard Oil started its retirement plan.



MISS MARY GARVEY IS A SCIENTIST in our research center at Whiting, Indiana. A graduate of Purdue University, her branch in science is chemistry. She is conducting one of hundreds of experiments that go on here continually to improve petroleum products.



MISS MARGARET JOHNSON, an assistant principal in a Chicago high school, is shown going over a problem with George Mitchell (left) and Tom Madden. Miss Johnson is one of more than 53,000 women who own stock in Standard Oil. Standard has paid dividends in 66 consecutive years.



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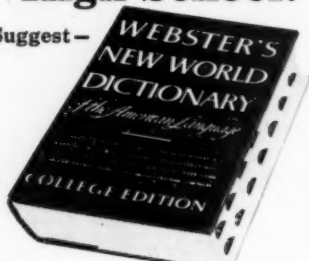
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BONDS VOTED

Lee's Summit: \$375,000 to provide for an annex to the junior highschool, a second floor on the new highschool wing, and additional work on elementary classrooms.

Bradleyville: \$22,000 to construct an industrial arts building and equip a home economics room.

Clever: \$49,000 issue to build an agriculture shop and cafeteria and to make major repairs in the highschool.

St. Charles: \$825,000 to construct a junior highschool and additions at Powell Terrace, Stephen Blackhurst and McKinley schools and also make improvements for fire protection.

Mansfield: Approved a \$281,000 issue for construction of a new highschool.

Kirkwood R-7: Approved a \$1,000-000 bond issue for additional classrooms, installation of sprinkler systems in three schools, and elimination of fire hazards at others.

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New Madrid: Approved a \$435,000 bond issue for construction of a new highschool building.

Scotland County R-1: Approved a \$350,000 bond issue for a new school building, which will be used to house grades four to eight.

Hornersville: Approved a \$90,000 bond issue to provide funds for construction of an office and classroom annex to the gymnasium built two years ago.

Parkway: Approved a \$1,400,000 issue to build a new senior highschool, add classroom sites to four elementary schools, purchase sites for three new schools and make other improvements.

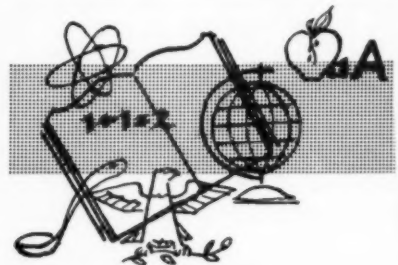
Mehlville R-9: Approved a \$1,115,000 issue for a three-story addition to the senior highschool, additions to two elementary schools, and to purchase other school sites and make improvements.

Belle: Approved a \$175,000 issue to construct a 10-room elementary building.

Dexter: Approved a \$795,000 bond issue to build a new highschool.

Anderson: approved a \$50,000 bond issue to complete construction of a new elementary building.

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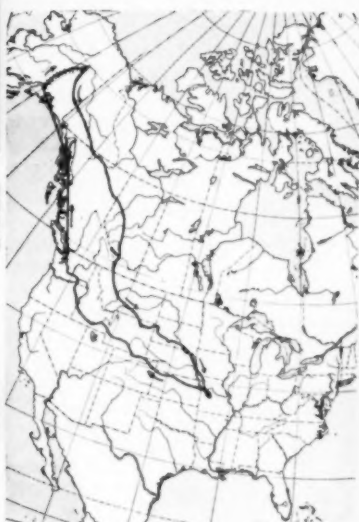
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University of Missouri, Columbia



Do Children Forget During the Summer?

By Florence Kinloch
Primary Teacher
H. P. Study School, Springfield

"Teachers do little educational research, though they are surrounded by a wealth of material" is a novel statement made in a report by Dr. D. C. Rucker. It was this part of his report that challenged me to a study relative to retention of subject matter learned by children.

I had often wondered just how much they do forget from the time they leave the first grade until they enter the second grade, and what effect a program of guided work for them during the summer would have upon this factor. My opportunity to make such investigation came when Ralph E. Hamilton and Curtis R. Wilkerson made it possible for me to go on with my first grade children into the second grade last fall.

I began the work just before school closed last May by giving the California Reading Test, Primary Form AA to my twenty-eight first grade children. Using these test results, I then formed two groups of fourteen each which were equated as nearly as possible and paired on the basis of reading achievement. One of these became the control group having a normal summer vacation. The other fourteen children became the experimental group doing developmental reading during the summer under the supervision of their mothers.

These mothers met regularly with me for a review of materials and techniques in developmental reading. I furnished lesson plans

and objective tests for all stories in the first reader used—one which the children involved had never seen. Thus these children in the experimental group worked on definite assignments on Tuesday and Thursday mornings from June 17, 1958 to August 21, 1958.

Test Results

I looked forward to testing in the fall with a great deal of curiosity. During the first week of school in September I gave the California Reading Test, Primary Form BB to all twenty-eight children—now second graders. The accompanying table indicates the grade placement for both groups on both tests. Names are fictitious. According to this test the experimental group gained approx-



imately two months in reading achievement from the first to second testing while the control group lost two months on the average.

It is apparent that there were not enough children involved in this study for one to draw any fixed conclusions. However, it does appear to indicate some directional signals. For instance, this fact

(See Forget, Page 40)

CALIFORNIA READING TEST RESULTS PRIMARY—1958

Experimental Group		Control Group	
May Form AA	September Form BB	May Form AA	September Form BB
Grade Placement	Grade Placement	Grade Placement	Grade Placement
Cheryl 4.1	4.2	Boyd 3.9	3.7
Sandra 4.0	4.8	Joe 3.5	3.1
Debbie 3.8	4.4	Emma 3.4	3.9
Kay 3.3	4.1	Janice 3.4	2.0
Judy 3.0	3.5	Stanley 3.2	3.6
Susan 2.9	2.9	Joan 2.9	2.7
Sara 2.8	2.5	Norma 2.9	2.5
Joyce 2.6	2.2	Freda 2.7	2.7
Harry 2.6	2.8	Rose 2.7	2.0
Mark 2.4	2.7	Sam 2.7	2.3
Peggy 2.4	2.3	Douglas 2.4	2.5
Mary 2.4	2.3	Gary 2.4	2.2
John 2.4	2.2	Bob 2.3	2.1
Jena 2.2	2.8	Lena 2.0	2.3

Average G.P. 2.9

Average G.P. 3.1

Average G.P. 2.8

Average G.P. 2.6

Let's READ IT Together

By Frank E. Woodward
Principal
Holland Elementary School
Holland

WILL boys and girls in our schools today, when they graduate, be able to read? That is a question to which only the teacher holds the answer. It should be understood that reading means not merely calling words from a printed page. When one reads he extends and enriches his experience so he may transmit ideas gleaned from the printed symbols into thoughts, words, and actions which will enable him to enjoy and to improve his environment. This experience may begin long before the child is enrolled in kindergarten. At a very early age he may crawl up into a convenient lap, spread open his picture book, and say simply, "Read me a story." The teaching, also, may begin then and there. The fortunate owner of that lap, be he parent, other relative or friend, can then introduce the child to the great pleasure to be found in reading, if only he will reply, "Let's read it together."

Later, a more serious effort to teach the child to read takes place in the schoolroom where learning is received directly from the teacher and absorbed indirectly from other pupils. It is usually in the schoolroom that the phenomenon of individual difference makes its most significant appearance. However, if the child has had good home influence, adjusts well to his classmates, is reasonably attentive and well-behaved, and applies himself to his lessons as he is expected by his teacher to do, and if he has not the misfortune to possess some physical defect in sight, hearing, or speech, he probably will get good grades on his report card and become a nonentity along with the

majority of the class in the mind of the teacher.

Does this mean that most children in today's classroom are all getting the same ideas from the reading material available for their use? Doesn't it actually mean that there are perhaps a few pupils in the class who read faster than the others, and a few who read slower than the others, and the teacher calls upon the fast readers less often because he knows that they can read? He then attempts to give each member of the majority a chance to read because they clamor for it, but he really tries to persuade the slower readers to exert more effort because he thinks they should. The question is—Is anyone benefiting very much from such teaching (?) of reading? Are not the fast readers entitled to their share of the teacher's time, since, obviously they are more able to profit from it? Are not the slower readers comparable to the poor of whom we are told "... ye have the poor with you always, and whosoever ye will ye may do them good."

Average Readers

And what about the great non-entity group—the average, normal, regular pupils? Is it logical to assume they all have approximately the same ability and capacity simply because they appear to be in what is referred to as the "central distribution?" If the teacher is expected to start with the child "where he is," shouldn't he be expected to take each individual child as far as the child is capable of going? Is it fair to the child to be "grouped" mainly for the convenience of the teacher?

The demand on the teacher of reading, then, is that he assist the individual pupil to develop his desire to read, to better his taste in reading, and to increase his

skill in reading. His aim should be to guide the child so that he not only will acquire skill, absorb content, and achieve appreciation, but also will be imbued with a permanent interest and good taste in his reading. The first and most important idea that the teacher should try to instill in the pupil's mind is that in all reading one should have a definite purpose, be it learning the content of the reading matter, for developing an improved skill in reading, or simply for enjoying that which is read. If the pupil approaches reading with a definite idea of what he is expected to get from it, he should experience a feeling of satisfaction when that has been accomplished, and concomitantly he will become more and more enthusiastic about his reading.

The teacher also must inform the pupil that the purpose of reading dictates the manner in which one reads. For instance, the morning newspaper is not read by beginning with the first word in column one and reading continuously through the last word in the final column. We first glance over the major headlines, then the minor ones, and when we see something interesting, we read it very carefully. The same manner is used when we select a book from the shelf in the library. We turn the pages quickly until some sentence catches our eye and awakens our interest, then we stop there and begin to read carefully. Or maybe we have read a book sometime before and are now merely trying to locate some particular passage which we may want to use. We skim over the pages hurriedly until we find that passage. This is known as skimming and as such should be taught in the classroom through the use of the

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newspaper, the atlas, the encyclopedia and other reference books, and, yes, even the Bible. It is an especially practicable method of locating the miracles and parables of Jesus. Children should be taught that there is a very definite use for their ability to skim.

Slower Reading

Now, let us take the opposite extreme in which slow, careful, intensive reading is done, requiring a much greater amount of concentration. Almost four hundred years ago, Sir Francis Bacon in his essay "Of Studies" wrote:

Read not to contradict and confute, nor to believe and take for granted, nor to find talk and discourse, but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested; that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention.

This type of reading may be encountered in reading scientific works, professional or legal papers (including contracts and/or insurance policies), and, probably, in much of the best poetry. It is likewise necessary in reading instructions, directions, and even cooking recipes to go slowly and digest thoroughly as one reads. The teacher in the classroom might very well point out that there is a time for slow reading just as there is an occasion for skimming, and that both practices should be developed as part of the skill of reading. The important thing here for the pupil to grasp is that in his everyday life he will use his reading skill, and requirements will vary with his occupation and his social status. But the teacher should emphasize that even in the lowest income stratum, the pupil will need to read names on buses and streets, traffic signs, and labels on cans, bottles and packages of food. He should be able to read receipts for the money he may pay out. He will certainly want to be able to read the letters his children will write him when they are away from home. Of course, he should be able to read any papers which he might be required to

sign. Reading to this extent should be presented to the pupil in the classroom as the minimal achievement in the art of reading. With each step up the socio-economic ladder he will be expected to read more and more and more.

But it is the reading for pleasure, the reading for enjoyment that will probably be of most interest to the pupil. The vicarious experiences to be enjoyed through reading, at one's most comfortable pace, works of the gifted authors of literature should be his. It is clearly the responsibility of the teacher to introduce him to these as his capacity grows and develops for them. It is from this "good reading" that he will receive stimulus for his imagination and nourishment for his visions and dreams.

Pupils Are Busy

Probably one of the principal obstacles in the course of the pupil who might become a good reader is lack of opportunity to read. Such a statement might raise the question "What's stopping him?" But if we take a look at the pupil's average school day and accompany him through it, we will find that:

He gets out of bed in the morning just in time to swallow his breakfast and catch the school bus.

On the bus he has so many friends to talk to that he wouldn't think of reading.

In the classroom he will read a few problems in arithmetic, a few sentences in English, and a paragraph or two from his reader and his social studies book and his science text.

Then with his art class, his physical education class, and his band practice the school day is over.

Another long ride on the bus takes him home, and he must go over to Bob's house because the committee of the club is having a meeting there.

He returns just in time for supper, and then watches *Red Chief* on TV until Mother asks, "Son, don't you have some lessons to get?"

He then works six problems as rapidly as the TV will let him, dashes off ten sentences containing dependent and independent clauses, calls up Tom to get the answers to the twelve questions at the end of the history chapter, and calls out, "All through!" just in time to watch the *Big Giveaway*.

Now, if the pupil happens to be a girl, of course the above routine will be quite different. She will go

over to Mary's house to the committee meeting, and she will call up Doris to get the answers to the twelve questions.

So that brings us back to our original question "What's stopping our prospective good reader from learning to read?" And a justifiable conclusion appears to be that there just isn't enough time in the modern day for the young person to curl up with a good book. What are we to do about it?

The trend seems to be toward building units of study in the classroom which will encourage pupils to read, and allow them sufficient time for the purpose. Again we reiterate that it is the responsibility of the teacher as to whether or not the child will read. And along with this goes *what* he will choose to read and *how* he will read it. Building a unit of study in the classroom may be the answer. The general procedure is somewhat like this:

The teacher arouses the interest of the children by telling a story, showing a film, or by a visit to some place of historical, industrial, or educational importance.

After hearing or seeing or visiting, the class enters into a period of research for available information on the subject. This will include both fact and fiction to be found in the textbooks, the reference books, and the story books, and will be accomplished by individuals and/or small groups endeavoring to fulfill previously decided upon assignments.

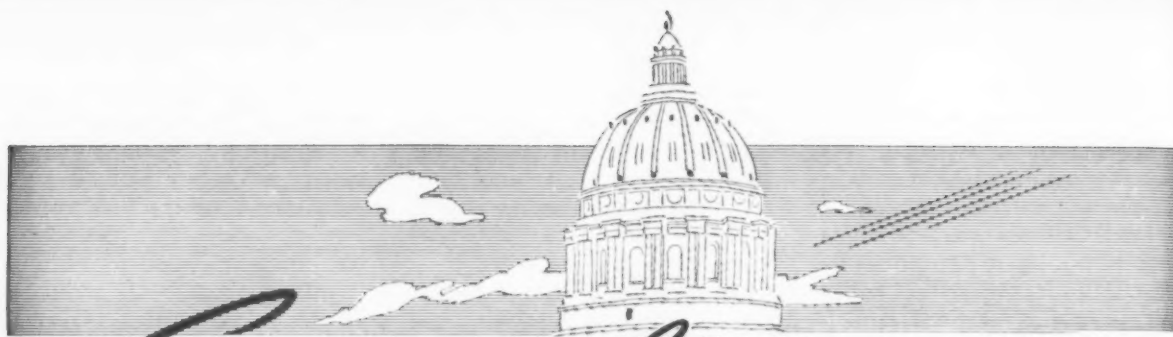
When a sufficient amount of information has been collected and classified, the pupils and the teacher decide how to best utilize the newly acquired knowledge in the concrete portrayal of it.

Then, having also decided that certain specific parts of the project are to be built by certain groups, the pupils begin the hunt for and the collection of suitable materials.

It now develops that the building of a unit in the Classroom is a growing operation. The construction requires additional reading for details and the additional reading suggests new ideas calling for more material.

The timing of the entire project is very important. The initial reading should not last too long before actual construction begins, else the interest will waver. Once construction is actually started, then reading and building will go hand-in-hand until either the recognized completion is reached or the interest of the major part of the class lags. Should the latter occur, the event ought then to be brought to a rapid conclusion.

(See Read It, Page 46)



School Legislation

Below is a summarization of school legislation under consideration by the 70th General Assembly and our National Congress up to March 30:

Foundation Program

Senate Bill No. 166, modifying the distribution formula as recommended by the Committee on Foundation Program of the General Assembly, passed the Senate March 24, 1959 and is now in the House. *Continued interpretation of school needs to your Representative is important.*

If *Senate Bill No. 166* would pass the House without delay, more attention could be directed to its financing. It is generally recognized that the State must have more revenue before *Senate Bill No. 166* can be financed.

Senate Bill No. 200, introduced by the Chairman of the Committee on Foundation Program of the General Assembly for the Committee, provides for an increase in the state sales tax of one-half cent. The bill provides for its referral to the voters before it becomes effective. No one should object to the voters having an opportunity to express their wishes on this method of financing as recommended by the interim committee of the General Assembly. The Missouri Association of School Boards unanimously endorsed it. *Senate Bill No. 200* is in the Senate Ways and Means Committee. The members of the Committee are Senators Hogan, Sawyers, Avery, Barrett,

Hawkins, Hill, Hilsman, Hopfinger, Johnson, Journey, Keating, Kelly and Patterson. The future of the bill depends upon the thinking and action of a majority of the Committee. If your Senator is on the Committee, his assistance can be of inestimable value. All Senators can be helpful and, as of now, particularly those on the Ways and Means Committee.

Bills Changing Status

House Bill No. 140, permitting the use of permanent voter registration in school elections in cities with populations between 10,000 and 50,000, is in the Senate Education Committee.

House Bill No. 200, amending the special education law as recommended by the subcommittee of the Commission on the Handicapped, is in the Senate Education Committee. It was amended in the House to make the provision of special education optional.

House Committee Substitute for House Bill No. 227, relating to securities required in banks and trust companies for funds of the Public School Retirement System of Missouri, is in the Senate Banks and Banking Committee.

House Bill No. 257, authorizing school districts to issue bonds for the purchase of transportation facilities, was acted on unfavorably by committee.

House Bill No. 323, providing tenure for teachers in the Kansas City school district, was acted on favorably by committee.

House Bill No. 338, relating to voting on the retention of the office of county superintendent of schools in reorganized counties, was defeated on perfection in the House.

House Bill No. 453, providing that if a proposed increase in the rate of taxation for school purposes is defeated, the existing rate shall continue until changed by a subsequent election, has been acted on favorably by committee.

House Bill No. 466, permitting boards of education to require immunization for polio, was reported do not pass from committee.

House Bill No. 519, providing for the submission of plans of school district reorganization to the State Board of Education by petition of not less than 100 voters residing in each proposed district, is on the House calendar for perfection.

House Committee Substitute for House Joint Resolution No. 19, submitting to the voters an amendment to the Constitution extending from two to four years the period for which a school levy may be voted by majority vote in St. Louis, is on the House calendar for perfection.

House Concurrent Resolution No. 17, introduced by Representative Farmer, providing for a study of financing of junior colleges, was acted on favorably by committee.

Senate Bill No. 115, relating to the suspension of pupils in Kansas City school district, is on the House (See Legislation, Page 43)

Guiding the Junior High School Student

By Miss Martha Edwards
Excelsior Springs

PITY the poor junior high school freshman! Not only is he overwhelmed by rapid growth and physical changes, but suddenly he must cope with further demands from home, from his social life, and from his school.

Abruptly he finds himself with a battery of teachers, a special one for every subject. Heretofore he has been very comfortable with one teacher, aside from his special subjects.

As students enter the intermediate grades they must find professional help of the finest sort. These years present a real challenge to the teacher, and this period in education should be a wonderful easement of the adolescent into the world of higher learning.

The group of junior high school teachers who cooperatively plan careful and consistent guidance of the student certainly are rewarded for their efforts. A guidance program should consist of both written and oral instruction. The program should be emphasized carefully the first few weeks the child is becoming accustomed to departmentalized work. There should be re-emphasis at the beginning of the second year, and the program should be stressed from time to time as the occasion demands. The guide should be planned not only for the help of the student, but also for the relief of the teacher.

An attractive, well illustrated, and carefully written guide for the student can be rather cheaply prepared by the junior high school faculty and presented to the stu-

dent to be kept permanently for reference and help. Of course, each intermediate school will have its own special problems, but here is a proposed outline which should be a beginning for those who do not have such a program. This skeleton guide can be elaborated upon and fitted to particular needs.

1. After a brief introduction, instructions should be given for uniformity of paper headings suitable to all departments.
2. Instructions should be given for writing down all assignments and for note taking.
3. Suggestions for studying assignments as quickly as possible should be made and attention called to reviewing.
4. Study attitudes should be clearly outlined.
5. The topic of day-dreaming should be dealt with.
6. The development of self-reliance should be encouraged.
7. Excellence in school work should be made desirable. The "get by" attitude should be discouraged.
8. Instructions for self-correction of work must be given. This discussion should include proofreading, punctuation, capitalization, spelling, penmanship, neatness, sentence structure, and the use of the dictionary.
9. The originality of the student should be encouraged.
10. Some helpful suggestions should be given regarding writing efficiently.
11. Proper use of time in study halls and classes should be stressed.
12. Suggestions for proper home study might be helpful.
13. The problem of fatigue and getting proper rest should be one topic.
14. A paragraph about how to get the most out of a test review is a real help to any student.
15. Procrastination and absenteeism should be dealt with and emphasis given to the fact that asking about make-up work is a responsibility of the student!
16. Advice about "cramming" and what it should consist of will be an aid.
17. Recommendations about asking pertinent questions in class should be made. Class conduct certainly can make or break the learning trend. This topic should include advice on when to ask for an "after school" conference.
18. Under the subject of the student's personal organization, the school routine should be carefully defined. The proper time for going to the locker, sharpening pencils, getting drinks, arranging books, and checking assignments should be made clear. This will save class time for class work.
19. Advice for the student who finds he is failing or making a poor grade should be very specific. It certainly should include a reminder to the student that he must not delay inquiry about this matter until the last of the quarter.
20. Some information regarding permanent records kept by the school should be given to the student.

Preparing such a guide is an excellent project for those regular departmental meetings.

By Mrs. Mariam C. Copeland

Miller

Keeping School

SCHOOLTEACHING is a profession formerly entered by girls who wanted something to do until they got married. (Now you teach school until you get married and afterwards, too). Sometimes people work their way through college by teaching school. You read about them in the papers ever so often—"Grandmother Graduates at 69."

Sometimes men get to be schoolteachers. Usually they get to be coaches or principals. Coaches are the ones who amble through the gymnasium wearing sports clothes, looking important, when the sixth grade A and B teams play basketball. Principals are the ones who come into your room when you are reprimanding Duane for not having his work done.

There are many places to begin schoolteaching. I understand that out West where salaries are high is one of the good places to begin.

Sometimes people begin teaching school in a one room school. To do this you get a certificate. A certificate allows you to teach school for awhile; you *must* return to college immediately, however, in order to work off deficiencies. Deficiencies are subjects you have never had like European History 360, 1815 to the Present; Physical Education 3, Plays and Games; or Elements of Elementary School Organization, 201 a. Sometimes deficiencies are subjects you have not had enough of like Art for Schoolteachers, $\frac{1}{2}$ credit, or Child Psychology, 1 credit. While teaching in a one room school you learn to build furnace fires, how to put on pie suppers and Christmas programs and how to get eighth graders through their examina-

tions.

Teaching in Town

Later, you may teach in a town school. A town school is where you tell the principal if your room is cold. (It may remain cold—but, never mind—you told him!) The special occasions are handled by the speech and music departments; and somebody else has the eighth graders. You have the fourth grade and some overflow pupils from the fifth.

Although the profession is called teaching school, it actually consists of many other things. You teach school a little while if you can. Some of these other things are: hall duty; collecting lunch money; sending pupils to beginning band; playground supervision; collecting photograph money; taking magazine subscriptions; sending pupils to buy three-cent milk; collecting donations; handling P.T.A. notices; reminding Jane to take her cold medicine at 2:00; sending pupils to junior band; attending faculty in-service meetings; sending a group to remedial reading; supervising the cafeteria; sending the boys to the gym; sending pupils to vocal music; scoring tests; sending pupils to the library; asking pupils if they brought back their slips for polio shots; getting pupils in line to go to an assembly; sending the girls out for baton twirling; sending representatives to the student council meeting; making reservations for the audio-visual equipment; supervising bus lines; or keeping records.

When you are not doing any of the above, and when everybody is back from beginning band, junior

band, remedial reading, gym, vocal music, the library and student council—then you teach.

Some Interruptions

While you are teaching, however, there will be interruptions. The principal's assistant will come around with a note. Or the school nurse will come. (More records). Or school will dismiss early for a storm. Or there will be a fire drill. Or the conservation man will come to make a talk. Or perhaps a parent will come to find out why Duane isn't getting along in school when he gets along so beautifully everywhere else. Parents also come to get Carl for his haircut or bring cupcakes or visit or be helpful. Schoolboard members and superintendents and other important people come when you are having finger painting.

Grading is thought to be a very important part of teaching school. At the present time reports of different kinds are given at different times of the year in different school systems. The method which I would like to see adopted is one where I would hand the child one report card at the end of the year as he goes out the door and then leave immediately upon my vacation (presumably to study European history, Plays and Games, Art for Teachers, and Child Psychology).

There are endless situations which may occur and ways in which they may be handled in teaching school. Miss Smith never lets her pupils chew gum. Mr. Brown thinks it is relaxing for his pupils to chew gum. None of the other teachers count spelling words wrong if the *i*'s aren't dotted or the *t*'s aren't crossed. And all of the other teachers have Art all of the time.

I sit at my desk with my bouquets, apples and all of the things that collect on a teacher's desk; with my little tin box of money, manuals, records and stray notices; and I ponder on the profession of teaching school. . . . "Duane! Turn around, please!" . . . er—someone's at the door! . . .

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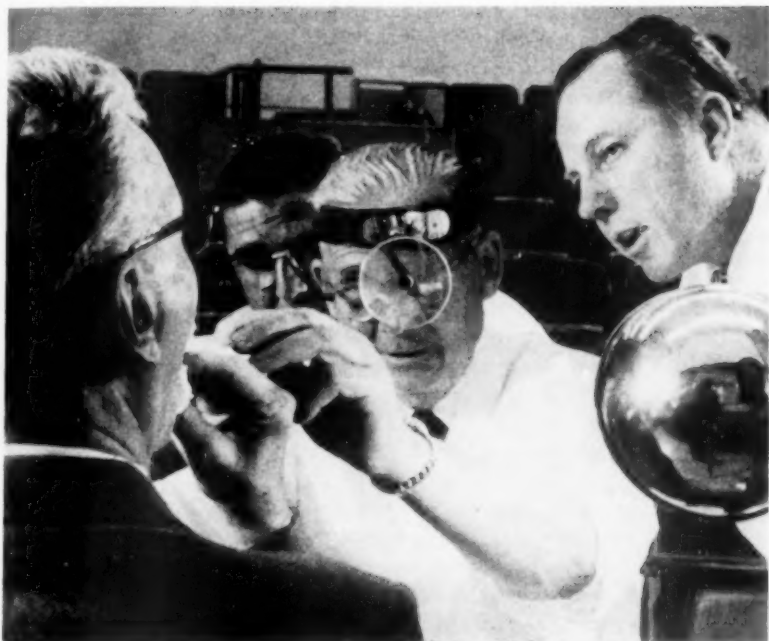
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The Growing Cancer Problem

By Homer F. Davis



From the American Cancer Society's new documentary motion picture, "Never Alone," a public education film, a victim of cancer of the larynx (left) is shown undergoing pre-surgery examination. The film depicts the nationwide attack against cancer through the efforts of doctors, researchers, scientists, the American Cancer Society and its 2,000,000 volunteers.

HOW big is the cancer problem? Scarcely a day passes that one cannot find some article or item on the disease in his daily newspaper. Does it deserve all this space?

Let's look at some facts and figures: This year about 260,000 Americans will die of cancer. This year over 7,000 Missourians will die of cancer. Over 100 children in this state under fifteen years of age will die of cancer.

Cancer will strike one in every four Americans now living according to present rates. This means over 40,000,000 persons! Cancer will strike in approximately two out of three American families.

These are some of the tragic facts of the disease. But all is not dark in the picture. There are some encouraging, some hopeful facts and figures, too. For instance:

Over 800,000 Americans are alive today who have been cured of cancer. By "cured" we mean they are alive and free from the disease at least five years after diagnosis.

One cancer patient in three is now being saved. A few years ago only one in four was saved. This means that of every six persons who get cancer, two will be saved and four will die.

Numbers 1 and 2 will be saved. Number 3 will die *needlessly*.

He could have been saved if proper treatment had been received in time.

Numbers 4, 5 and 6 will die of cancers which cannot be controlled at present. Only the results of research can save them.

This means that today half of those who get cancer could and should be saved. At current rates, this means the immediate goal of cancer control in the United States is the annual saving of 225,000 lives, or half of those who develop cancer each year.

Many cancers can be cured. Yet 75,000 persons will die needlessly in 1959 because their cancers will not be detected early enough for saving treatment. They will be the ones who have not had periodic checkups or who fail to act when one of cancer's danger signals appears—or what is more tragic, will fail to obtain prompt treatment once the disease has been diagnosed.

The educational program of the American Cancer Society has the saving of lives from cancer as its main goal. It has been a factor of no small means in the increasing cure rate as it keeps pace with new treatment techniques. The program has been a motivating force in getting people to their doctors in time, in educating people on the seven danger signals, and in disseminating facts about cancer which are aimed at overcoming misinformation and letting people know that many cancers can be cured.

WHAT ARE YOUR *Standards* *for Grading?*

By Art H. Keller, Principal
Junior-Senior High School
Webb City

THIS article is written in an attempt to interpret the philosophy of grading that should and does to a large extent exist within our schools.

This article is not meant to be derogative in any sense, but rather it is written to help teachers establish standards in keeping with the school's standards.

One may ask "Why is it necessary that my standards for grading be in line with the school standards?" One answer is *So we can strive to keep our students, parents, and community accurately informed as to students' progress.* Unless some fairly uniform values are assigned to the competitive class grades, how may we interpret their values to the students, parents, and community without having a great deal of confusion and misunderstanding.

Another reason for aligning our standards is to be fair with other teachers. In other words, lowering of one's standards thus giving a large majority of students superior grades in an effort to have students continue in, or enter, your classes. A teacher's effectiveness is not always measured by the number of superior grades given but rather by the actual knowledge imparted into and gained by his students.

Standards of the school and the individual teacher must be the same if we are to be fair with the students. After all, with the exception of the few required courses taken by all students, students vary in the particular courses they take. In considering their scholarship ranking we should give equal value

to the grades made regardless of the course titles. Is it fair to the student in averaging grades if he has not had the so-called "easy courses?" Then too, is it fair to the student if he has happened to take the so-called "hard courses," those in which a large majority of the grades given are below average.

To be fair with yourself, your standards should be similar to the school's. Should your standards be so high that a large majority of the students fall below the average mark it is possible that your courses may be tabbed "hard courses" because of the number of inferior grades given. This in turn may discourage students from liking, or even entering your classes. Again may it be added, a teacher's work is not measured in terms of how high his standards are but rather in terms of how high his students measure up to the school's standards.

Another question frequently asked is "Why give competitive grades of E, S, M, I, or F? One reason is that *the public demands it.* In our competitive society the public has and probably always will require schools to compare the students with some yardsticks. One must realize that some particular people in the public will never agree with the yardsticks used, but this group is in the small minority. The above question therefore should not cause us to think about what could be done instead of "the necessary evil" of giving competitive grades, but rather what can be done in addition to giving grades that may aid in our interpretation of students progress on an individual basis as well as competitively. This is something that

deserves a great deal of thought and some possible action.

What is the philosophy of grading? What value is assigned to an E, S, M, I, and F grade? As stated on the report cards those letters indicate excellent, superior, average, below average, and failing school work.

This brings up the question, "What is the average and how is it determined?" According to the present philosophy of grading, the absolute average grade of an "M" should be assigned to that student who ranks midway from the top and the bottom as far as competitive scores are concerned for each individual course. However, the term course is used in reference to the period of time that a subject has been taught by a teacher which may vary from 1 to 40 years.

With our present five steps (or 12 steps if minuses and pluses are used) of grading, the philosophy exists that over a period of time, regardless of the course taught, students will competitively vary in abilities from excellent to failing in approximately the proportions of the standard normal curve which are: 7% excellent; 24% superior; 38% average; 24% inferior; and 7% failures.

Should your grade distribution for a particular course over a period of time skew heavily to one or the other side of the normal curve then it is not in keeping with the philosophy of grading and thus distorts the values of the E, S, M, I, and F grades.

In other words, as an example, an "E" grade should indicate that a student is an excellent student in (See Grading, Page 43)

Achievement Points the Way

By Thomas D. Edwards
Hoech Junior High School
Ritenour

THE English teachers are in a very formidable position in this bastion of American Education. They are required to maintain high standards of excellence not because of professional demands, nor because of high ideals but by the stupendous fact that all subjects demand a mastery of English. Even mathematics requires the roots of logic based on an understanding of language.

Our thesis here is not to discuss the manner nor the contents of an English course but rather the attitude of the teacher and the student toward learning and teaching. Every excellent teacher knows that the pupil reflects learning which the teacher passes on to the other students.

Within the English departments correct and positive methods must be under constant study in order to get the subject to the students in the shortest possible time. There is a constant struggle to do a good teaching job in spite of administrative procedures, parents' vacations, assemblies, and the child's immediate personal needs. The teaching of subject matter must continue, for there is no other way to educate.

There must be a concentrated drive by all teachers to get the job underway. English must be stressed by every teacher; correct spelling is as important in the science class as in the formal spelling lesson. We have taken a large stride since the first Sputnik orbited. The American citizen is demanding more of his schools. Does he realize that the task is greater than the training of a few thousand scientists and engineers? Such a job can not be done within

a year or even two. Human nature has not changed nor the capacity for learning has not been enhanced. The humanities—Plato, Aristotle, poetry, essays—and play, along with just growing up, take time.

Nevertheless, if the American teacher is given the right kind of well-directed time, she can assist greatly in building a nation of well-educated people. Each day we have more to learn, so that each child must learn more or be shown how to deal with our rapidly developing knowledge. In partial answer to this problem we have resorted to the development of categorical specialists within one field. However, with the advance in learning and in modern technology, the English language is the master key to all; it must be taught with all the vitality we can muster.

Modernize Teaching Methods

Just how can we accomplish a seemingly impossible task? Many teachers have stated increased enrollments make old methods of teaching impossible. Take the best of the old methods and modernize by inserting proven techniques to suit them to our present day teaching.

For example, the shortest cut to mastery of grammar is the diagramming method. Here is a very simple key set-up for the understanding of the parts of speech and their relationship in the sentence. Use this technique, and you will find that papers are easier to grade, for errors in English logic are quickly recognizable. The diagram appeals to the pupil who likes to work with

his hands because he can draw a picture of the sentence. For the student, the procedure is a challenge because he can visualize the sentence before he writes it on paper.

Don't condemn the composition because it takes too long to grade, and there are too many pupils in the room. The best method of teaching effective writing is the composition. The duty of the English teacher is to get the child to express himself accurately in writing as well as in speech.

What method should be used in working up to the composition? Begin with the sentence, being certain that it is understood in all its forms. Then work on the paragraph which should express one simple idea. Finally, expand the writing to include paragraphs dealing with a particular subject. Of course, we say this is a composition. We have known this all of the time; but does the child know how the composition is built?

Always stress mastery of the language, correctness in grammar and spelling. Show him the wonderful uses of the dictionary, and create in him the desire to use it. All of us like to see words used prettily in a theme; sometimes "nice-sounding" words make a composition worth the higher grade.

However, the composition should be constructed not only on the basis of the sentence and the paragraph, but on the intuition of the student. He should begin his writing as he normally talks but without the slurs and slang. The finished composition should be

read aloud at least three times: once for organization and coherence; again word for word to catch any misspelling; and the final reading to correct any last flaw. Here, we teach not only good composition but good study habits as well. If there has been board work with grammar problems and real class interest apropos of the theme to be written, then many of the grading problems will have been solved. A good set of papers is much easier to grade than a set filled with errors.

Grading Papers

When grading papers, the teacher either sits down to get the odious job finished, to evolve a grade for the student or to find inspiration for another day of teaching eager minds. The challenge is yours; the joy or the task is also yours.

Lesson planning is based upon thoughtful grading. Last year's lesson plans are useful as a guide; the children's papers give life to your future plans. Take into account the individual differences which must be considered regardless of the increased work loads and the guidance office. You may wonder why you did not reach Oscar in the front seat when Paul in the middle of the room did exactly what was desired in the assignment.

Be on the look-out for excellent ideas, and take time to write a complimentary phrase on the paper for this is the best prescription to get sincere efforts from pupils. Even discipline problems are often those seeking praise. Show appreciativeness of the pupil's willingness to express his thoughts clearly and correctly.

The secret of getting the pupil to write is to give him something to write about. He may want to tell you of his experiences; this may be good, if your current assignment can allow such freedom. Give the class a definite reading assignment, preferably an exciting story with colorful atmosphere and

characters. Then get the pupils to write about the hero or the villain. Be definite in requesting a particular item and the manner in which it is to be executed. Discipline in following directions is important training; likewise, the pupil will be prevented from wandering. Instill the idea that the longer composition does not mean the best work. Simplicity and clearness go hand in hand with straightforwardness.

Grading has become a study in itself, and we must use it positively compensating for individual differences. The idea of "achievement points" has been evolved by the classroom teacher who has graded papers by the score and knows that Johnny has some ability regardless of what his Otis shows.

Encourage writing by marking compositions with consistency. When a point is taken away because of grammatical, punctuation or spelling error, return the point to the pupil when he makes a good statement of fact or shows excellence beyond his usual performance. Such a system makes pupil initiative worthwhile. Always find some unusual or individual manner of recognizing good work. Excellence stimulates, and more attention should be given to the child who tries.

Let's look at what is accomplished by a lesson plan built upon intelligent grading. Students begin to realize that their work is appreciated and is used for constructive purposes. They recognize the importance of clear expression. There is more effort, so there is more learning. All papers need not be graded by the teacher. Dishonesty will not be a problem because there is nothing to be gained when the teacher knows the group and the ability of the students. Rather honesty is taught. Pupils see their own mistakes, and this alone is one of the greatest forces for learning. Trading papers, pupils see the mistakes of others and are amazed. Even the slow learners improve, and the rapid

ones become more tolerant of honest mistakes.

The Happy Child

Much has been written about the psychology of accomplishment. This is true: the more we do correctly, the more certain we are of ourselves. Too little has been made of the fact that childhood is the happiest time. The happy child learns. We work hard to minimize the problems of social living, but we often let the unpleasant situation predominate in the classroom. Teach with a smile, for happiness from day to day is extremely important to children. Of course, they have problems they alone must solve, and we, as teachers can help by maintaining an even emotional balance, for life is mixed up with a great deal of happiness that we must not overlook.

Let's recapitulate: A larger portion of education must be gained in the American classroom. The classics must not be forgotten in our haste to teach the sciences of the modern technologies. We must find new teaching techniques and also recognize some of the methods of the old. Current lesson plans must be based upon thoughtful grading.

We must recognize that pupil grading is of educational value as well as a timesaver.

Short compositions teach content, study habits and the art of written expression.

Grading should be based upon the ability of the individual pupil. Give a point when the pupil makes a stride ahead; this should balance a mistake. Such builds incentive and the desire for self-evaluation. Never accuse a pupil of dishonesty in his writing; only point out, if he can write with such flourish, you will expect better papers in the future. The important point is to let him know that you are aware of his abilities.

Problems in the classroom should be approached in the positive manner with a pleasant firmness. The pupil should be taught

By Dr.
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Reaction to Teaching English in High School

By Dr. Frederick W. Bond
Professor of English
Harris Teachers College,
St. Louis

ONE of the most intriguing articles in the January issue of *School and Community* was "About Teaching Writing in High School" by Dr. Elizabeth Berry. The writer has introduced a grammatical philosophy held by many authorities, including a number at Teachers College, Columbia University.

Many modern attempts have been made to veer from the universal tradition of teaching English composition, or writing. As yet, only a few, if any have superseded the understanding and appreciation of the principles of syntax and grammar. A few have attempted to eliminate composition entirely; others have tried the creative method, based on a latent ability to write poetry and fiction; still others have tried the project method; and some have tried the workshop method.

I realize that Shakespeare, Burns, Lincoln, and probably Hemingway, et al., were not regimented with straight-laced mechanics of grammar, neither were our great

industrialists and tycoons, but is it not ironically true that readers will ignore the writer's "central idea" in any sort of writing if he mixes his verbs, pronouns, and prepositions?

Grammar Counts

However familiar they are with their subject, the writer, minister, lawyer, and teacher fail to make an impression, once the audience focuses its attention on slovenly composition, which is improved by the average student through concentrated attention to his mechanics. At a bank recently, a stately matron dashed out of her handsome car and remarked, "I gits so cold trying to clear up my husband's business who died interstate, (intestate)." Somewhat chagrined, the teller asked her to repeat. Said she, "My feet and hands is so cold." Few will deny that good writing is based on good conversation. The "central idea" was her late husband's assets. She needed only a good dose of grammar.

Some suggest the English teacher should handle science and other courses which he has neither time nor space to do. The educator illustrates her point with a student, who came to her office with a D-theme, because the teacher had not given him a flattering grade for content, despite its very poor grammar, spelling and punctuation. She took exception to the teacher's position that he was con-

cerned with those points only. The teacher implied that if the student would thrash out the mechanical errors the facts would likewise have more force and color.

Students Ill-Prepared

Many English teachers are grappling with freshmen who come to college ill-prepared. Ofttimes these students were told that accuracy of usage did not matter; rather they were told that thought and content were the guiding stars. Thus, without having been drilled in the principles of composition, the student is stymied even in his attempt to explain the "central idea" behind Washington's crossing the Delaware, or the theory of an economic concept. Many composition authorities agree that it makes no difference when or why the pilgrims invaded American shores. Those questions are for the historians. What they want to know is if they emigrated or immigrated, and if the spelling and capitals are correct.

As many authorities argue one should tell the story interestingly and effectively, regardless of the truth. Furthermore, it should not be overlooked that brilliant writers are endowed with imagination. Many of our students will never be great writers, but all must have a working knowledge of grammar. If paragraphs are stated with coherence and a minimum of errors, students can go to other subjects for facts and stimulation.

how and where to find the answers through his own efforts, for only in this manner will he be taught to think. When he honestly seeks, he finds. Soon he learns that the real thrills in life lay along the road to accomplishment. This is the freedom we enjoy, and we must educate our youth to keep it.

Painless Testing...

By James A. Reynolds
Teacher and Counselor
Hoech Junior High School
Ritenour

STANDARDIZED testing is an established part of the program for many schools. Placement, curriculum evaluation, individualized instruction, and counseling are facilitated by complete and accurate test data. Even those who recognize the value of such information often become concerned about the problems involved in administering the tests. Teachers and administrators frequently are annoyed by the upset in school routine and the vast amount of time and labor involved in administering, scoring and recording test results.

In order to minimize these disturbing factors, a new plan was tried and found successful in Hoech Junior High School in the Ritenour School District.

In our consideration of a workable plan the following questions immediately arose: What tests will be given? Who will administer the tests? Where will they be given? What schedule changes will be necessary? What will be the cost? Will the results be uniform? How much staff time will be required? How will the information be used?

A meeting for orientating teachers preceded the testing. The teachers' orientation developed an understanding of accepted testing procedures, familiarity with the test and its administration, and the administrative procedures to be followed in carrying out the specific parts of the program.

A Time Saver

The use of the public address system is an effective way to administer achievement and intelligence tests. This procedure permitted simultaneous testing of 350 eighth grade students in regular class groups of about 35. Directions and timing were centralized and broadcast over the public address system, which permitted two-way communication between the office and each testing station.

The 30-minute intelligence test was conveniently given in one 60-minute class period without disrupting the regular schedule.

The achievement test was given in four sessions of about an hour and one-half each. The time schedule recommended by the test publisher was followed. In order to provide a two-hour period of time it was necessary to change the school schedule so that on the first day of testing the length of the first and fifth periods was doubled. The second and sixth periods were omitted. On the second day the length of the second and sixth periods was doubled by omitting the first and fifth periods. The schedule changes were made on a school-wide basis. Loss of regular class time for eighth grade students was evenly distributed among the four periods. Grades not being tested met for a two-hour period in place of two 60-minute periods. Some teachers planned special activities to take advantage of the double period.

Each student followed his regular schedule and took the test in four parts. Each part was taken during a different period. To facilitate passage of the machine scoring answer sheets from one teacher to the next, students were asked to list the names of their

fifth, second and sixth hour teachers, in that order. At the end of each period of testing, the answer sheets were sent to the office where they were sorted into groups and forwarded to the appropriate rooms. The use of the public address system required only minor changes in the directions.

Answering Questions

In filling out the identifying data the directions were given over the public address. If questions arose which could not be answered by the teacher, they were relayed to the office by the intercommunication system.

After completion of the program the answer sheets were alphabetized by student help and sent to the publishers for scoring.

Use of the public address system resulted in greater uniformity of results. Directions and timing were centered in an individual trained in testing. Factors such as the time of day and other variables were identical for all pupils.

Taking the tests in the regular classroom permitted students to work in familiar surroundings and afforded an opportunity for closer and more attentive proctoring than is usually possible when large numbers are tested in cafeterias, libraries, and gymnasiums.

This procedure cut interruption of regular classroom activities to a minimum and avoided the necessity of repeated test sessions. It also decreased the amount of counselor time involved. As in most plans, it was necessary to make special provisions for absentees.

While this plan may not be a cure-all in every school, it is offered as one way to make testing less painful.

Promoting the Rule by Law

By Howard I. McKee, University City

THE great socio-political struggle in the world is one of widespread cultural change. In all corners of the earth and in every phase of man's life mighty forces are pressing for change. Every agency man has established for keeping order and maintaining the status quo is straining at the seams. Laws, constitutions, legal practices and court procedures are being severely tested.

Every national group of course has its own particular problems. Here, in the U. S. A., laws and legal patterns that had their origin in England have had to adjust to situations where there were vast land areas and resources to develop.

Bringing these resources under control called for a big labor supply. People were gathered in from every culture group in the world.

Modifying the laws to deal adequately with these resources and these diverse cultural elements and still retaining basic freedoms has and will continue, in the years ahead, to challenge the legal profession to the limit.

Following closely upon the heels of the problem of guarding and extending freedom and at the same time restraining those playing for particular advantages, is the need for bringing great new technological achievements under the rule of law. Can local political subdivisions like the 49 states of the Union solve the problems growing out of the handling, management and use of fissionable materials? Can the agencies of private enterprise assume the responsibility for the problems of human welfare, both physical and social, growing out of these uses? Will these organizations be able to provide sufficient capital for the



A youth gains valuable experience in law by arguing cases before the Model Judiciary. Students serve both as judges and lawyers.

great new power age?

New Laws Needed

Space exploration, travel and communications illustrate still further the scope and need for new laws that must emerge if man is to live a well-organized satisfying life.

Another test of law comes from the general world political situation, the struggle between freedom and Communism. Law as it has been practiced in the most civilized countries has lagged behind the highest ideals of its proponents. Yet, the gap between the advanced and the least law minded peoples has always been great.

The real question now has become, shall the rule of the state be one of law or decree? This problem is in sharp focus today. The struggle extends along all of the physical frontiers of our civilization, but it does not stop there. It is ideological and penetrates the very soul of our culture. Laws protect the freedom and the dignity of the individual. Ours is the task of preserving these values while at the same time making ourselves safe from the opposing ideology or force—namely Communism.

All of these problems challenge
(See By Law, Page 41)

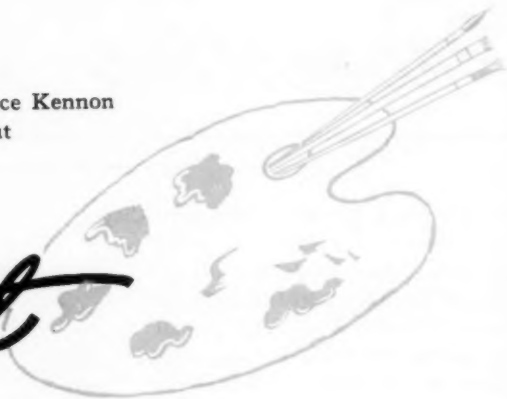


Solemn as judges are these Missouri highschool students who participate in the new Model Judiciary plan which is proving popular throughout the state. Judges in the picture are from North Kansas City, Springfield, Wellston, Ferguson and Kirkwood. Attorneys in the foreground are Keith Lesar and Mike Hogan, both of University City.

By Arthur Bruce Kennon
Elementary Art Consultant

Berkeley

Let there be Art



HAS art education improved? Can we, as teachers of art, honestly say that the teaching of art has improved? I think we emphatically can.

We no longer need to argue to justify a good art program. Art has attained a definite place in the educational program.

We no longer want art to have just a cultural aim. We want our art program to reach out and touch each child in the classroom. What he learns in art, we feel, must carry over into life situations.

An understanding of design and color will develop in the student a judgment and discrimination in his selection of clothing, furniture, cars, homes, etc. I feel we are doing much to develop in our students this sense of good taste.

Developing this judgment must start early in the first grade. We begin in the first grade with color games, color selection, accidental mingling of paints. Color work continues on into the upper grades with actual paint mixing classes, continued exercises in color selection and blending.

Teaching With Games

Two of the most successful games for teaching names of colors, I've found, are sticking squares of colors on to the backs of chairs and playing musical chairs. When the music stops everyone sits down and names the color on his chair. Those who can't must step out of the game. The second is called "Imitation." Draw means of travel on various small squares of colors.

Pass these colored squares out to your class. Then you can say, "All the children with orange, make the sound of the pictures." Children love both these games because there is a lot of fun and activity in the learning process.

We continue on many color experiences through the grades because we feel that an understanding of color is one of the most important aspects of a good art program.

In a good art program we must be concerned, naturally, with those people who are talented enough to become artists, designers, and craftsmen. However, our greatest concern needs to be with those who have no special talent because there are a greater number of these students. For example, I have a girl in the fifth grade who is using oil paints because she has shown great ability in art. Many of her fellow classmates could not use oils successfully, but why deny her the chance to use and learn about oil paints?

I feel we are doing a better job in teaching appreciation of great art masterpieces. Our art museums are more popular than ever. We are not only teaching a basic understanding of early art masterpieces, but of contemporary ones as well. Picasso is one of the most popular artists at my schools.

Studying Moderns

Children want to know more about modern artists. The only trouble is finding resource materials in our study of modern

painters. Magazines and newspapers are the best sources.

Art teachers are doing a good job in teaching beauty hunts in local areas. Many towns have lovely buildings which often go unnoticed unless we learn to appreciate their beauty. A proud spirit and pride in one's town can be developed by a good art program.

Hard work is being done to provide an environment which will promote a real interest in art. Classrooms are more attractive than ever. Art work should be displayed not only in classrooms but hallways, offices, and cafeterias.

We, as art teachers, must continue to seek out and develop new ideas and ways in making art functional to our students. We know they will be better and happier people as the result.

THOMAS HART BENTON

Publication of "Thomas Hart Benton," a pamphlet by William E. Parrish, has been announced by the Missouri Council for Social Studies. The publication is the first in a series on famous Missourians.

The author, an assistant professor of history at Westminster College in Fulton, deals with the main phases of Benton's career.

The Missouri Information Pamphlets are published by the Missouri Council for Social Studies by the department of political science at Park College in Parkville. Cost is 60 cents.

PETERSON TO RETIRE

A. D. Peterson, superintendent of Gorin Public schools for the past three years, will retire at the close of this school term, completing some 35 years of administrative school work.

Secretary's Page



Legislation

THE Constitution requires that the General Assembly adjourn the last day of May.

Through its interim committee the General Assembly developed a forward looking program. What is done with it will be determined by the end of the month.

Senate Bill No. 166, increasing the foundation program formula \$26,000,000, is the first requisite. Unless it prevails no additional funds could be distributed if available.

The second requisite is to finance the program when established. If financed in full Missouri would only be average in state support based on last year's data. It is readily recognized that the state must have additional revenue before this can be done. Missouri ranks above average in any index of ability and forty-fourth in per capita state taxes. It has long been the established policy of the Association to support the General Assembly in the raising of revenue for schools in any manner the legislature in its wisdom deemed advisable.

Many educational bills are pending. Some desirable ones will fall by the wayside and some not so good will do likewise.

One thing is certain, if any material help in the financing of schools is forthcoming this session, it is imperative that friends of education throughout the state get busy and stay busy until the 31st day of May.

The same is true as far as the federal situation is concerned and the passage of the Murray-Metcalf bill.

In Brief

For a hotel reservation blank for the St. Louis Meeting next November, see page 45. Requests are filed in the order received. By sending yours in now, you will have a better chance of securing the one of your choice.

The convention bureau in St. Louis is cooperating wholeheartedly in working with the hotels to assure that any confirmed reservation

is honored. This does not mean that those who drive in early in the morning instead of coming in the evening before may not have to wait until check out time to get their rooms. It does mean, we hope, that all confirmed reservations will be honored.

The Missouri Breakfast at the NEA meeting in St. Louis is scheduled for 7:30 on Monday morning, June 29, in the Missouri Room, Hotel Statler. The first meeting of the Missouri delegation will follow immediately.

The Teacher Education and Professional Standards and Ethics Committee met on March 21.

Many community association officers have already forwarded the name of their delegate to attend the Leadership Conference the week of August 10-14 at the Bunker Hill Ranch Resort. It is hoped that all may be represented.

The Executive Committee meets on June 20 with the major item of business the approval of the budget for the coming fiscal year.

The selection of new titles for the reading lists is under way. The new order blanks will be available July 1.

The membership in the Association for this year is 34,193, including 1,377 FTA members. This is a new all-time record.

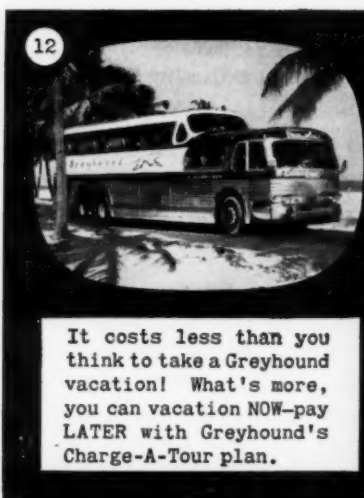
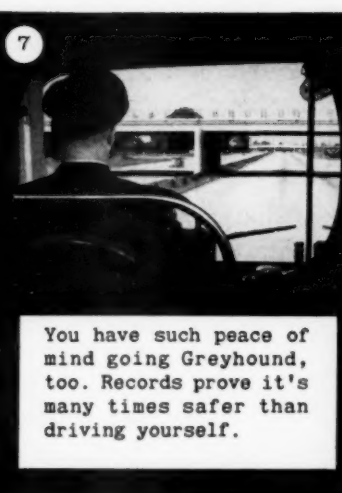
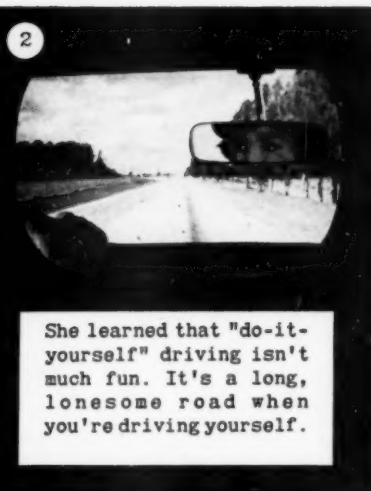
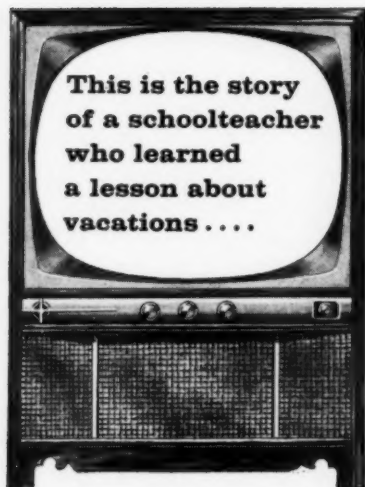
The Association's free film service was initiated in 1942 and is being utilized extensively.

Since 1947, when the Association received the Bunker Hill Ranch Resort, 14,000 teachers have enjoyed its facilities. Five years ago J. W. Scholes, an internationally known educator from Dumfries, Scotland, attended our leadership conference. Recently in a letter he writes, "Frequently, as I go around, I relate the deep impression made upon me during my visit to Missouri. Your Ranch Resort, for which so far, one has found no parallel, will ever be one of the most clearly etched memories of a lifetime."

The demand for the pamphlet "Education of Teachers" has necessitated a second printing. Copies are available.

The State Board of Education, effective July 1, 1961, will require all new teachers to have 120 college hours. This has long been a professional goal. Let everyone do his part in the interpretation to the people of the state of its necessity.

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GREYHOUND

By R. H. Steinkellner

What are the needs of children as children?



CHILDREN have so very little control of their environment that the stresses and pressures of childhood when investigated by an understanding adult not only become appallingly apparent but frightening.

As children undergo and experience the socialization, training, and educational processes as part of their induction into a society and culture into which they did not request to enter or become a member, they tend to rebel. This rebellion is a natural reaction against the multiple frustrations of the formal and informal educational process.

As adults, parents, and teachers we must constantly be aware of the early social development of the child in relationship to the formal and informal educational process. We need to remember that life is principally the discovery of oneself in relation to self, society, and spirit.

Children are not young adults born with mature consciences which will assist them to infallibly distinguish by use of fully developed scales of values moral from immoral, truth from falsehood, social from anti-social conduct.

Conscience Bequeathed

Man can be reasonably assured of three things after his birth: taxes, frustration, and death. Man, as an individual, must adjust to the ways of other men if he is to

become a social being. Man becomes a social being in and through the process and pressure of his social organizations wherein man's young is educated, or frustrated.

These social organizations are multiple but the principal earliest institutions are the family, the church, and the school. Through the experiences of these formal and informal educative processes, the child is bequeathed a social conscience for his culture.

As the child matures, and if the child does not adjust to the formalized processes of his induction into his culture, he is said to be, and the child is, in fact, anti-social. If necessary, he is institutionalized in society's restraining or therapeutic institutions such as penitentiaries, asylums, and reformatories.

In these severe cases of maladjustment to the educative frustrations of his environment which make him a social being in his culture, the child does, in fact become mentally unbalanced, and as such, the child and the adult become non-contributing members of society and a burden to that society.

Frustration Educates

Most of us as children and as adults are quite unaware of these frustrative and yet educative pro-

cesses which are quietly yet tremendously influencing our knowledges, concepts of truth, and scale of values to be used in our culture. Our society is vitally and selfishly interested and concerned in both the formal and informal educative processes which are developing social conscience in the child. Society is concerned in developing those loyalties which will perpetuate that society and its culture. Further, society is vitally concerned in the continuous progress of itself hoping that its children will become both consumers and possibly creators of the services for which that society was formed. These educative processes are formal and informal, and cursory and controlled.

Cry Symbolic

Man shortly after his conception, found his first frustration within the confines of his mother's womb, and even in his gestation period he protested by movement and painful kicking. Upon his emergence into the world to his society, if he did not immediately voice a protesting cry, the doctor or mid-wife smacked the child roundly on the buttocks to elicit the cry which announced his entry to the living and to his society.

In a sense, the act of the doctor or mid-wife is symbolic of society, in that upon the threshold of birth, the striking action symbolized the servitude expected of the child in the society and culture into which he was born. It is Mother Nature's way of saying, "Welcome to our society of the living, but be a 'good' boy or girl." Perhaps, in another sense, the child is expected to protest, and possibly therein lies that "seed" factor which provides the impetus to progress which later by its searching and questioning challenges society's *status quo*.

During this early stage, the child, as an unnurtured biological being, is principally animal. Society, in and through its institutions must carefully and deliberately form within each child's intel-

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lectual being a "conscience" which will make the child act and become a contributing "social" member within his culture. The cry of the child at birth may have been his protest to both the controlled and cursory processes of his education which lay before him throughout life, but to no avail for these processes are as ongoing as society itself.

Superimposed Sameness

It is evident that each child comes to his society involuntarily, and that his training in that culture is essential to the survival of that culture. In the beginning, the child's training in that culture is also involuntary. However, if the training is successful, loyalties and the other warm human traits such as love, respect, honesty, love of "truth," and desire to be "good" are nurtured.

The process of the superimposition of samenesses on very unique individuals has begun, and when these traits grow to fruition they therein bind each child and his "self" by bonds of loyalty and patriotism to his family, his nation, his state, his organizations, his school and his community.

In a sense, education in a culture is a corset to insure the conformity of its young and its principal purpose is to bequeath those samenesses which will perpetuate the *status quo* of the society into which the young were born. By the time a child is sent to school and the formal educative experiences begin, "homo sapiens," or "thinking man" is well on his way toward becoming "intelligent" in a social sense. There follows a never ending chain of experiences which develop concepts of "wrongness" and "rightness" as conceived by parent, teachers, and clergy in a provincial and national setting.

Nostalgic Pink

We, as adults and parents, tend to romanticize our childhood, and as we grow older we paint our childhood with nostalgic pink and scent it with the smell of orange

blossoms. We tend to forget the realities and the principal fears and problems that confronted us as children. We forget the problems we faced in the acceptance of ourselves, the problems of the development and control of the ego.

We forget how we dreamed of escaping from the authority of our parents. We forget how we longed for economic independence and the day when we could buy and eat an entire box of candy and nobody could do anything about it. We forget the problems of adjustment of satisfactory relationship with persons of our own sex and the other sex.

Yes, we forget to remember the problems we faced alone in the development of a satisfactory philosophy during childhood, adolescence, and adulthood. And now, many of us are facing senescence and the unknown with fear and misgiving. We forget how we fought for status, and yearned for progress. We forget how we dreamed and how we wanted so much to influence our agemates and to be remembered and loved by them.

"Begin to Live"

The child, the offspring of man, spends about one-fourth to one-third of his life in our modern culture in the formalized, restrictive process of training and education in preparation for the problems of life. Finally, the young adolescent receives the sanction of his society under the law, to in a sense "begin to live." To some extent, at graduation, the youth is emancipated and the chains of his childhood servitude are broken at a time in life when most other animals are dead or about to die. The youth is pronounced ready to take on the yoke of social citizenship.

We have tended to glamorize childhood. It is in fact a trying experience. It is a time for the inculcation of concepts, understandings, ideals, knowledges, values, truths, and attitudes. Yes, and

prejudices, too, are bequeathed. It is a time for making the young aware of the spiritual, scientific, literary, aesthetic, institutional, and religious inheritances of his culture.

It is a time that should be savored. It is well for us, the parents, teachers, and adults, to remember that each minute of time is like a delicious drink, a cool breeze, a blissful kiss, a tasty bit of food; a minute and a period of time can be savored and spent only once in a lifetime.

Children dream and live in the realm of make-believe. Children dream and longingly look forward to that magical time of adulthood when they can escape the frustrations of childhood. Depending upon the viewpoint, a major problem of parenthood is the child. But, on the other hand, a major problem of childhood is the parent. There is a need for us, the adults, to become aware of, to investigate, and to understand the status of each.

Universal Needs

Let us, the adults, ask the question, "What are the needs of children as children?"

1. Children need to be happy.
2. Children need to escape into the realm of "make-believe," the kingdom of what to them is what life should be. It is a magical place where children have status and a chance to escape, at least for a time, the servitude of childhood. In this kingdom of "make-believe" they are friends and on speaking terms with kings, queens, princes, princesses, fairies, elves, leprechauns, and a whole host of misty, magical, blissfully wonderful, imaginary yet real, very **real** beings "who like them."
3. Children need status in their various environments: At home, at school, and with their peers at home and at school.
4. Children need room to grow and to experiment. They need room and freedom to find out and to test the **why**, the **how**, the **what**.
5. Children need to "make-believe," and children need parents who will respect this need and right.
6. Children need parents who will respect a child's childhood, and who will grant earned rights and privileges for the responsibilities accepted by the children.
7. Children need parents who realize that childhood is the time for the nurturing of a "conscience," and parents who understand that concepts of

"right" and "wrong" are relative and have to be learned as conceived in our culture. Society needs to recognize and parents need to be aware that concepts of morality and the degree of "rightness" and "wrongness" need to be developed within and learned by each child within the framework of his environment for these concepts are not inborn.

8. Children, in order to develop the ideas of "belongingness" and loyalty, need to own something for themselves. Each child needs something that belongs to him. A something which no one can or dare take away from them even as a punishment. It must belong to them completely as they, in turn, should feel that they belong to others and to an understanding society and environment.

9. Perhaps most of all children need to be understood and loved. Children need to be loved totally, wholly, completely, and unashamedly.

10. Children need to express themselves with enthusiasm born of youth and trust. Children need to voice their little ideas and ego-involved desires vociferously and with certainty. Children can be classified as noisy, biological angels or animals, dependent upon fleeting viewpoints, that are very **present**. In the eyes of the adult, this can be very objectionable.

11. Children need to know that they are progressing and succeeding, as children need to enjoy success and learn to adjust to success just as they must learn to adjust satisfactorily to the constant frustrations of living in a society where majority consensus is superior to individual desire. A child is a boundless, ego-involved animal undergoing the multiple tensions of adjustment to the demands of the process of socialization.

12. Children desire and need to be the center of attention. This desire within children is essential to the development of leadership qualities, and it should be encouraged and controlled so that it can be directed to fruition in a socially accepted manner. The ability to express oneself in such a manner that one will be listened to is an essential of leadership. The development of leadership qualities within children is as essential to the survival of a society as the qualities of followership. Not a memorable character in history became famous who did not have the ability to express himself in such a way that he could convince others to follow him.

13. Children are averse to accept responsibility just as most adults tend to avoid the acceptance of this outstanding duty as is constantly evidenced by adults who exhibit an insistent reluctance to accept positions of leadership and responsibility as citizens. Children need parents and adults about them who will give them examples of acceptance of responsibility and leadership. In turn, children need to become aware of the need for the ac-

ceptance of responsibility, and each child needs to be encouraged to accept responsibility for the resultant and concomitant privileges and rights attached to the acceptance of responsibility. Responsibility should not be superimposed without accompanying rights and privileges. The acceptance of responsibility is essential to orderliness in society.

14. Children need to know that parents and adults trust them. The child needs to know the feeling of security in such a way that he will know that the help of adults await him both in happy times and troubled times. A true test of parenthood is the readiness and courage to offer assistance and encouragement when the young are threatened socially, psychologically, morally, physically, emotionally, intellectually, and legally. The degree of "wrongness" and "rightness" will be difficult to adjudge, and parents and adults show an overt tendency to succumb to the dread disease of "blamitis." Children need to know that they have recourse to a reservoir of solace, hope, and security in both parents and society.

15. Children need parents who will "listen" as well as "tell." Children need teachers who will listen as well as tell, and blessed be the teacher who helps boys and girls to learn the almost undeveloped art of listening for living in a principally seeing and hearing age.

16. Children need to expect and to receive a rich nurturing environment so that they can develop healthful and social concepts, understandings, attitudes, ideals, loyalties, and dreams. Children need schools, churches, and other institutions which will fortify, compensate, and otherwise extend the experiences of the primary institution, the family.

17. Children need to question and to find out the **why**. They need to test truth and the prejudices which have been bequeathed unto them by their parents, elders, and peers. Children need to live in an atmosphere in the home and the school which accepts the principle, "Let's disagree, but let's disagree in an agreeable manner."

18. Children need to be born in unselfish communities which do not perpetuate schools which cannot offer the varied training, education, and services necessary to meet the needs of children in an automational and atomic age. In many communities, local rights and local control are denying the children their birthright to be educated. Each child has an unalienable right to learn, to be educated in a democratic, public school atmosphere as preparatory to the acceptance of full citizenship; therefore, it follows that provision must be made for practice in the decisions of democracy while children are "citizens" in the elementary and secondary public schools. A child needs a nurturing atmosphere which will respect his childhood, and

later respect his adolescence, so that, in turn, he, as an adult, will respect and abide by the laws of his democratic government.

19. Children need really fine and understanding teachers particularly in the primary grades. Children need schools which are guided by a worthwhile philosophy which will give the school boards, administrators, teachers, staff, and pupils direction and weld all their efforts into a "system." Schools without the direction of a worthwhile philosophy and democratic leadership are merely frustration factories which kill the zest and sensitivity of an inquiring mind.

20. Children need teachers who know that a mind like a body needs food for wholesome development. Children need teachers who are aware that education is a process that is principally concerned with the superimposition of samenesses upon very unique individuals. However, children desperately need teachers and parents who recognize the dangers as well as the virtues of conformity for a teacher must be cognizant that ultimately the survival of our nation and culture is dependent upon the leadership of the young rather than the blind conformity and obedience of the young.

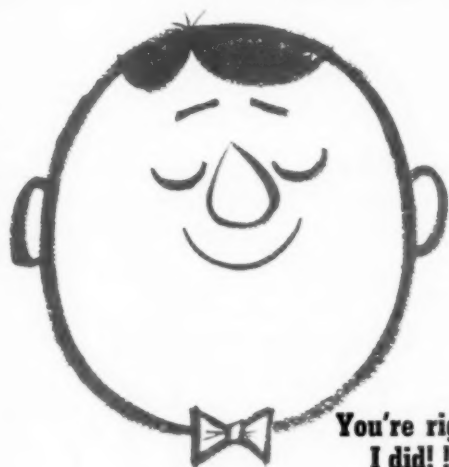
21. Children need teachers whose ever-present goal is to bring each child to his fullest fruition in his society. Children need an environment in which teachers, parents, and society accept the cooperative problem of making the child aware of his potentials and talents, and then attempt to inculcate the desire within the child to achieve his talents through a nurturing process designed to fulfill the promise of these talents. Remember and take heart, teachers and parents, that a real teacher and parent is one who will give enough guidance to encourage progress and a sense of security, but not enough to discourage initiative.

22. The child needs an atmosphere in the home and in the school which accepts the premise that the search for knowledge and truth really is a never ending process, and "established" values need constant re-evaluation and revision to meet the new demands of society.

23. Children need to be recognized as our nation's most valuable and treasured resource, and as such, our nation needs to present for the nurture of its children the best possible learning situation of buildings, equipment, educational leadership, teachers, and services that our vast monetary resources can buy. Our children need to be exposed to our nation's best minds for their teaching. Our children need top-grade teachers who will grow progressively in understanding and philosophy as well as knowledge. We might ask, "What is the golden rule of teaching?" How does it differ from "Do unto others as you would have

(See Children, Page 34)

WHICH ONE HAD OUR MSTA INSURANCE PROTECTION WHEN THEY NEEDED IT ? ? ? ?



**You're right
I did!!**

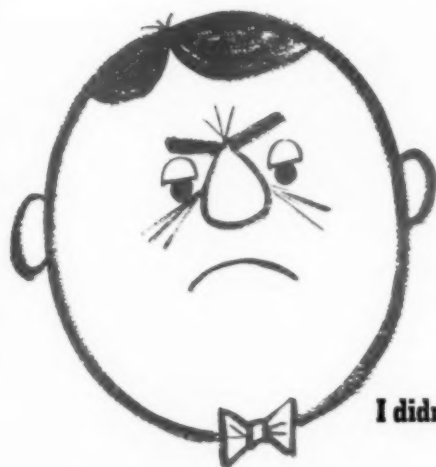
"I'll never be without it either—even after RETIREMENT. Just think . . .

SALARY PROTECTION—That paid me CASH (tax free) each week I was disabled. Money to pay my bills, buy food, and pay the rent. Just like my salary.

HOSPITALIZATION-SURGERY — You know this PAYS more now than ever before. The money was paid to me, and it pays "full" benefits in "ALL" hospitals.

\$10,000.00 for MAJOR MEDICAL EXPENSES.

I think that this is a MUST. My Medical Expenses IN and OUT of the hospital came to \$4,500.00. Well, you can see without my MSTA Major Medical, I'd be in DEBT! You Know, Ordinary plans won't pay anything like this amount."



I didn't

BUT LET ME TELL YOU—I WISH I HAD OUR MSTA PROGRAM! You see, I told my friends, "I've never been sick a day in my life." BUT, it happened and now all I have are **UNPAID BILLS, BILLS, BILLS.**

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MR. EVERETT KEITH, MSTA Bldg., Columbia, Missouri

I am a member of MSTA and eligible for MSTA protection. Please send me full information about MSTA's low-cost protection plan.

NAME

ADDRESS

ITEMS OF INTEREST

William J. Birch, principal of the Rolla junior highschool, has been appointed superintendent of the Newburg system for next year.

Charles D. Wilmoth, principal of the Bowling Green highschool for the past three years, has resigned to accept the superintendency at Hallsville.

Gerald Gastineau, teacher, coach and superintendent of the Lesterville public schools for the last 13 years, has resigned in order to accept the superintendency at Campbell beginning July 1.

Dorsey D. Schaper, superintendent of schools, Parma, has resigned effective at the end of the current school year.

Raymond R. Hoggard, superintendent of schools, Wardell, has been named to succeed Dorsey D. Schaper as superintendent at Parma at the end of this school year.

Helen Morris will retire at the end of this school year from her position as teacher at Carrollton highschool after a 40-year career in teaching.

Cleo G. Boyer will resign at the end of the present school term from his position as principal of the Palmyra elementary school.

Mrs. Clara Gibbons, special education instructor in Belton elementary school, suffered a severe neck injury in an auto accident Feb. 14 in Kansas City.

Norbert Norton has been hired as the new English teacher for Tusculumbia highschool. He succeeds George Ferguson, who resigned.

William Bruch has been employed as elementary school principal at Cameron R-I, replacing G. Frank Smith, who is retiring after eight years of service there.

Mrs. Mary Alice Chaligoj has resigned as lower grade teacher at Fairview. She has been replaced by Mrs. Alice Haney on a substitute basis.

Everett R. LeFevre has resigned as superintendent of Carl Junction schools.

L. N. Kinder, superintendent of the Holland public schools, has announced that an Open House introducing patrons of the district to a new elementary school was held.

J. E. Morris, administrative assistant, Ferguson-Florissant district, has been elected state president of the Association for Supervision and Curriculum

Development. The Association will hold its annual workshop next October at the University of Missouri.

Richard Holmes, assistant principal of the Hazelwood highschool, is the new principal of the 26-room junior highschool recently completed in this district.

Earl Adams of Shelbina has been employed by Keytesville highschool as coach and physical education instructor. He replaces Laurence Dickerson who resigned recently.

W. Elzie Danley has been elected superintendent of schools at Hayti R-I district for the remainder of this year and next year. He succeeds Troy Lee Long who died March 8.

Robert Moeller of Murray, Ky. State College, has been employed as director of band and chorus at Clarkton highschool.

Laurence J. Fuqua, science instructor in the Hazelwood highschool, was recently appointed director of student activities and assistant principal for this system.

Mrs. Jack Reed of Joplin has accepted a position as seventh grade teacher at Diamond.

Mrs. Nanna Beth Agin has been hired to replace Mildred McCoy as first grade teacher at Kinyon school in Poplar Bluff.

Ed Spencer, assistant football coach at Springdale, Ark., has been selected by the Cassville school district to replace football coach Harold Measel, who resigned.

Lewis H. Urner, superintendent of Lockwood schools, was elected superintendent of Carl Junction schools recently.

William Hoff, mathematics and physics instructor at the Ferguson-Florissant senior highschool, has been awarded a grant by the National Science Foundation for study at Oklahoma State University, Stillwater.

Bill Flowers, science teacher at Lilbourn highschool, was selected for a National Science Foundation award, a one-year fellowship to Washington University in St. Louis.

Clarence W. Farnham, superintendent of the West Plains public schools for the past 12 years, has been given a three-year contract to head the Parkway school district in St. Louis County.

Clarence Meyer, mathematics teacher at McCluer junior highschool, Ferguson-Florissant, has been awarded a

fellowship by the National Science Foundation to attend the Summer Institute for junior high teachers at Washburn University, Topeka, Kansas.

Walter P. Grady, superintendent of schools, Granger, for the past two years, has been employed as superintendent of the Auxvasse public schools effective July 1. He succeeds John Lee Crews who resigned.

Lynn W. Twitty, superintendent of Sikeston schools has been reappointed to the State Commission on Human Rights by Gov. James T. Blair.

Mrs. Josephine Gambill has been hired to teach English at Marceline highschool.

Glenn Smith, superintendent of schools at Salem for 27 years, has accepted a position on the faculty of the School of the Ozarks near Branson.

David Montgomery has resigned as coach at Seymour.

Warren C. Lovinger, president, Central Missouri State College, was elected chairman of the Missouri State Teachers Association Teacher Education and Professional Standards and Ethics Committee at its meeting held in Columbia, March 21. He succeeds Marie Hoffman of St. Louis.

Dr. W. O. Hampton, director of counseling and guidance at Arkansas State College has been named dean of personnel services at Central Missouri State College effective June 1. He succeeds Dr. Loyd E. Grimes, who has accepted the position of Chief Education advisor at Karachi, Pakistan.

Ralph Black, St. Charles junior high principal for the past two years has resigned to accept a post as building administrator at the Parkway highschool.

M. H. Lewis, a member of the teaching profession in Missouri for the past 39 years, has resigned his post as superintendent at Spickard in order to begin his retirement at the end of this school year.

ADMINISTRATORS' ELECT OFFICERS

The Southeast Missouri Association of School Administrators elected the following officers at its annual meeting held in Sikeston, March 25. Riley Knight, Steele, president; C. O. Pall, Perryville, vice-president; Lynn Twitty, Sikeston, secretary-treasurer; and John H. Marshall, executive committee.

Question: What is the best type of insurance for young teachers?

1. Insurance that gives protection for the lowest cost.
2. Insurance with graduated premiums . . . lowest during the beginning years.
3. Insurance that is easily converted to other policies.

Multiple Choice



YOU'RE RIGHT. No matter what you answered you scored. And the ultimate answer is the Missouri State Teachers Association group plan for life insurance.

MSTA Insurance offers protection at lower rates than are possible any other way . . . rates beginning as low as \$5.37 per thousand in annual premiums.

MSTA Insurance gives protection at the time when we can least afford it, during the years when we are struggling to get started in our life's profession and when we are raising our families.

MSTA Insurance can be converted without evidence of insurability to a special level premium plan of life insurance available only to members of the Missouri State Teachers Association.

For further information without obligation fill out the form below.

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PARENTS CAN TEACH CHILD READING HABITS

A new 32-page pamphlet "Your Child and His Reading," claims that parents bear the major responsibility for developing a child's interest in good reading.

The author, Nancy Larrick, specialist in children's reading, says that the guidance a parent gives will be more effective if it is in harmony with the guidance he gets at school.

The pamphlet contains suggestions for guiding a child's reading from babyhood through the teen years. It is available for 25 cents from the Public Affairs Committee, 22 East 38th Street, New York City.

Highschool English... books

BY MABEL L. JONES

Each book is a combination of textbook and drill material with enough added suggestions to provide a complete year's work in English, except for the literature studied. Each book is designed to serve as a basic course that will lead successfully into the mastery of that year's work in high school English. Emphasis is upon a desirable balance of individual study and class discussion.

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SCIENCE CENTER SELLS SPECTROSCOPES

A new tested and approved hand diffraction grating spectroscope is now available and can be used for experiments with color at all grade levels. According to Science Materials Center, a division of the Library of Science, different spectra are seen by pointing the instrument at different light sources.

A 16-page illustrated book explains 17 experiments graded in difficulty.

The kit is available from the Center, 59 Fourth Avenue, New York 3, N. Y., for \$2.00 postage paid.

THE UNIVERSITY OF MISSOURI

(COLUMBIA)

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SPECIAL EDUCATION CONFERENCE ON CEREBRAL PALSY

July 27-28, 1959

in the Air Conditioned

JESSE HALL AUDITORIUM

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For further information, write:

Dr. GERALDINE K. FERGEN
208 Hill Hall
University of Missouri
Columbia, Missouri

IMPROVING INSTRUCTION WITH PRINTED MATERIALS

A new guide aimed at helping school officials improve science, mathematics and language teaching with grants provided by the National Defense Education Act is being offered by the American Textbook Publishers Institute.

The booklet contains 25 questions and answers about improving instructions with printed materials.

The booklet points out that in many areas the best way to use a large part of the funds is to increase the range of books and related materials. It is available from the Institute, 432 Fourth Avenue, New York 16, New York, at no cost.

FIVE MISSOURIANS GET HAY FELLOWSHIPS

Five Missouri teachers are among the 63 awarded John Hay Fellowships for a year of study in the humanities, the Hay Fellows Program has announced.

Selected were: M. Gean Forgas, social studies, Normandy senior high-school, St. Louis; John G. Long, Spanish teacher, Clayton highschool, Clayton; Edward E. Menges, art teacher, University City highschool; Milton F. Hughes, English teacher, Central high-school, Kansas City; and James R. Jordan, teacher of history and biology at Lafayette highschool, St. Joseph.

HE FORGOT TO ORDER HIS AEW MATERIALS IN TIME



Before the heat of American Education Week is on, you'd better order your planning folder and order form which describe new AEW materials for the 1959 observance Nov. 8-14. Write AEW, National Education Association, 1201 Sixteenth St., N.W., Washington 6, D. C.

CHESTERFIELD PRINCIPAL NOMINATED BY TEACHERS FOR 'PRINCIPAL OF 1959'

Teachers at Chesterfield District R-6 School nominated their principal for the "Principal of the Year 1959" national honor.

The nominating petition for Miss Garlin Kellison listed these reasons for the nomination:

Twenty-five years uninterrupted

teaching in one community.

Energy to work on the job 12 hours per day.

Courage to act in accordance with her principles.

Organizational ability.

Community and teacher respect.

Community service.

Academic achievements, a B.S. and an M.A.

Continuous membership in professional organizations.

Here's timely reference and you may care to clip for future use—history and

STORY OF OLD GLORY

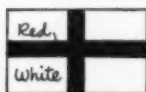
Schools are sure to play a part in Memorial Day when the flag symbolizes so much.

And, before schools close for summer vacations, classroom teachers will undoubtedly be planning something centered around the flag in recognition of Flag Day and this historic July 4th when our flag takes on yet another star.

A simple way of presenting the story of our flag to girls and boys might be by little chalk-talk (in color)—tracing outlines of flags below so that evolution is plainly seen—adding, of course, first official flag and latest with blue field to hold Star Number 49.

Class might make individual booklets of the "Story of Old Glory."

THE RED, WHITE AND BLUE



Cross of St. George



Cross of St. Andrew



Union Flag (Jack)

700 years ago, Edward I chose cross of St. George for an English flag.

1606—James I united cross of St. George and of St. Andrew for flag of a united England-Scotland (Union Jack).

1770—On red field, it became a flag of Gt. Britain (Meteor).



Meteor Flag—Red Ensign



Rhode Island Flag



Flag of United Colonies

THE STARS AND STRIPES

Antedating flag of our United Colonies, Rhode Island used 13 white stars in blue field.

1776—Jan. 1 United Colonies used Meteor flag with 13 red and white stripes. Same year, outmoded by Declaration of Independence.

1777—June 14 U.S. flag: 13 stripes alternating red, white; 13 stars, white in blue field.

1794—With 15 States, flag gets 15 stars, 15 stripes.

1818—With 20 States, stripes are 13; stars are 20; provision made for new star for each new state.

1916—June 14 established as Flag Day.

Above based on "The Flag of our United States" published by Rand McNally (out of print).

For a quick little lift!



The cool, lively flavor and natural chewing of refreshing

Wrigley's SPEARMINT Gum give you a nice little "pick up." Satisfies for a between meal treat yet never rich or filling. Enjoy daily! Millions do!

AUDIO-VISUAL WORKSHOP

The Northeast Missouri State Teachers College workshop in audio-visual education will be held in Kirksville June 15-19.

Preview of films, filmstrips and recordings, as well as instruction on the operation of various machines, will be included in the week's program. Instruction in the use of various kinds of audio-visual equipment will be featured during the week. This instruction will include recent techniques now used in the field.

Dr. Charles F. Schuller, director of the Audio-Visual Center, Professor of Education of Michigan State University and President of DAVI (Department of Audio-Visual Instruction—NEA), will be on the program on Thursday, June 18. Mrs. Mickie Bloodworth of the national DAVI office at Washington, D. C., and a former Missouri teacher, will be featured on the workshop on Monday, June 15. Dr. Ward Ankrum, director of Audio-Visual education, Henderson State Teachers College, Arkadelphia, Arkansas, will be in Kirksville for the entire week as will Mrs. Dorothy Myers, teacher in the Jefferson City Public Schools and President of DAVI (Mo.)

For information write Mr. Forest L. Crooks, Director of Bureau of Audio-Visual Education and Program Service, Northeast Missouri State Teachers College, Kirksville, Missouri.

Children

(Continued from Page 28)

them do unto you?" Is it possible that the "golden rule" many teachers and parents practice without justification is "Do unto others as you have been done unto?" Or is it possible that some of us practice, either unknowingly or deliberately, the more negativistic "golden rule" of "Do others before they do you?" In the last century, Dr. Eliot, the president of Harvard, perhaps said it best, "Teaching is the process of transmitting life by the living (the teacher), through the living (the curriculum), to the living (the pupils).

These are merely a few of the "needs" of children as they undergo the process of socialization in a culture. There is a degree of training and a degree of education, but when the child emerges there ought to be within him a wholesome glow of confidence in himself and in his society. The "educated" man is the sensitive man and his total being is devoted to probing his environment and the beings and objects of his environment and, as he develops

understandings, he gains insights into the inter and intra relationships of the beings and objects of his environment.

"What is an education?" An education is a living thing. It is not a portal or a doorway to a cold structure of masonry, or wood, or metal, neither is it a key, nor is it a school. Rather, education is a companion and a sort of another "self" that no misfortune can deter, no despotism enslave, and no enemy alienate. A companion who at home is a friend, abroad an introduction, in society an amenity, and who in solitude is comfort and conversation. Education chastens vice, guides virtue, gives direction to genius and government to the disorganized.

Education is security in chaos, and she is solace in despair. In personal relations, she is intolerant of prejudice, and respectful of the individuality of others. If education has another name, "otherliness" is that name, for education

THE UNIVERSITY OF MISSOURI ANNOUNCES

THE 1959 SUMMER SESSION

June 15-August 7

The Summer Session is an integral part of the total program of the University of Missouri. It will include approximately 750 courses for credit in addition to workshops, conferences, institutes, clinics, demonstrations, lectures, and organized recreational activities.

All divisions of the University will offer Summer Session work. They will include:

College of Agriculture
College of Arts and Science
School of Business and Public
Administration
College of Education
College of Engineering

Graduate School
School of Journalism
School of Law
School of Medicine
School of Nursing
School of Veterinary Medicine

SUMMER SESSION INSTITUTES:

Mathematics and Physical Science
Biological Science
Guidance and Counseling

For Information Write:

Director of the Summer Session
107 Hill Hall — University of Missouri — Columbia, Missouri

champions the oppressed and gives voice to the dumb, illiterate, and downtrodden. Education disrobes falsehood, and she searches unceasingly for TRUTH. Education through knowledge tests truth, and therein gives life meaning and a sense of values. Education costs mental anguish, and financial sacrifice, but in life's values she repays each cost a thousand-fold!

Education is a many-splendored thing, but surely Education is some of these. It is the need, it is the birthright of each child within the framework of Nature's limitation and society's concern.

How concerned are you, the reader, about the needs of children as children who are becoming adults? What are you going to do specifically to improve the nurturing process which will permit our children to face the problems of life and death with confidence, with more confidence than was bequeathed to you?

Important ★ EVENTS

MAY

- 1 Central States Modern Language Teachers Association Meeting, Statler Hilton Hotel, St. Louis, May 1 and 2.
- 2 Special Education Regional Conference, Chillicothe, May 2, 1959.
- 7 St. Louis Public School Counselors and Guidance Administrators, Spring Meeting, 1517 S. Theresa Avenue, St. Louis, May 7, 1959.
- 8 Spanish Participation Day, University of Missouri, May 8, 1959.

JUNE

- 3 Vocational Agriculture Teachers Conference, University of Missouri, Columbia, June 3-5, 1959.
- 22 School Publication Sponsors, University of Missouri, June 22-27, 1959.
- 22 English Workshop, Northeast Missouri State Teachers College, Kirksville, June 22-26, 1959.
- 25 Missouri Association of School Administrators, University of Missouri, Columbia, June 25-26, 1959.

- 28 NEA Annual Convention, St. Louis, June 28-July 3, 1959.

JULY

- 1 National Council of Teachers of Mathematics, Melbourne Hotel, St. Louis, July 1, 1959.
- 8 Kindergarten Conference, University of Missouri, Columbia, July 8, 1959.
- 9 Annual Reading Conference, University of Missouri, Columbia, July 9-10, 1959.
- 20 Joint Meeting of School Secretaries of Missouri and National Association of Educational Secretaries, St. Louis, July 20-24.
- 27 Special Education Conference on Cerebral Palsy, University of Missouri, Columbia, July 27-28, 1959.

AUGUST

- 10 MSTA-NEA Conference for Community Teachers Association Leaders, Bunker Hill Ranch Resort, August 10-14, 1959.

SEPTEMBER

- 27 Annual Conference Missouri Association of Secondary School Principals, MSTA, University of Missouri, Columbia, Sept. 27-29, 1959.

NOVEMBER

- 4 Missouri State Teachers Association Annual Convention, St. Louis, November 4, 5 and 6, 1959.
- 8 American Education Week, November 8-14, 1959.

...with lunch!

You like it ... it likes you!

DEATHS

DR. PATTRIC RUTH O'KEEFE

Dr. Pattric Ruth O'Keefe, 56, director of health and physical education for Kansas City public schools and president of the American Association for Health, Physical Education and Recreation, died recently.

RUTH SHIPLEY

Ruth Shipley, English teacher in the Milan Reorganized District No. 2, died March 8. She taught at Milan 23 years.

MRS. VIVIAN BARNES

Mrs. Vivian Noel Barnes, principal of the E. F. Swinney school, Kansas City, died Feb. 28. She had taught in Kansas City since 1935.

TROY LEE LONG

Troy Lee Long, superintendent of schools, Hayti R-1 district, died of a heart attack March 8.

CHARLES HOCKADAY

Charles Ernest Hockaday, former teacher in several county schools and at Harrisonville highschool, died Feb. 24 in Belton.

MRS. SARAH WRIGHT

Mrs. Sarah Wright, who taught more than a half century in schools in North Carolina and Missouri, died Feb. 26 in Tuscumbia.

MRS. MARIE MORROW

Mrs. Marie Morrow, fourth grade teacher, died Jan. 20 in Higginsville.

MRS. ROSS WHITE

Mrs. Ross White, 67, a member of the faculty at Hardin Junior High School in Mexico died of a heart attack during surgery March 24.

JOSEPH A. SERENA

Dr. Joseph A. Serena, president, Southeast Missouri State College, Cape Girardeau, from 1921 to 1933, died March 27 at the age of 85 in Lexington, Kentucky.

SURVEY OF HEARING AND SPEECH DEFECTS

About four per cent of the nation's school-age children have seriously impaired speech or hearing, a report from the U. S. Office of Education says.

That office's latest publication, "Children With Speech and Hearing Impairment," points out that about a million and a half suffer impairment.

Barely one of five is getting remedial instruction.

The answer the booklet offers to the problem is this: Better trained personnel, continued research and more extensive school programs.

Copies of the report are 20 cents from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

CHANGING YOUR ADDRESS?

Those of you who will have changed permanent addresses by August 20, 1959 should send to School and Community your new address as soon as it is known.

Otherwise, your September issue of the magazine will be sent to the same address as recorded May 1, 1959. The post office will not forward your copy. It will be destroyed. Furthermore, it will cost your MSTA for the post office to send notification of your change in address.

Members changing address for only the three summer months should not send in changes, since the magazine is not published during June, July and August.

Give old and new address and send to "School and Community," Columbia, Missouri.

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The program is presented through the cooperation of the School of Journalism, the College of Education, the Division of Continuing Education, the Missouri Inter-Scholastic Press Association, and the National School Yearbook Association.

FOR FURTHER INFORMATION WRITE:

Mr. N. S. PATTERSON, Director of Short Course
212 Walter Williams Hall, School of Journalism
University of Missouri, Columbia, Missouri

STUDY VALUE

A new Committee the value terms of

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The bo National Sixteenth D. C.

ART S ORGAN

Victor City has the Art S officers in view Gar ginia La treasurer.

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STUDY ILLUSTRATES VALUE OF EDUCATION

A new booklet issued by the NEA Committee on Taxation illustrates the value of a college education in terms of lifelong personal earnings.

According to the 63-page booklet, "Citizens Speak Out On School Costs," a college graduate at his earning peak has an average income 70 per cent higher than when he started. For the person who has gone no further than highschool, the gain is only about 14 per cent.

The booklet is 50 cents from the National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C.

ART SUPERVISORS ORGANIZE, ELECT

Victor Porter Smith of University City has been elected president of the Art Supervisors Association. Other officers include Violet Dozier of River-view Gardens, vice-president, and Virginia Lacy of Normandy, secretary-treasurer.

The Association is the first of its kind in the state. Membership is open to any school personnel in the St. Louis Suburban Teachers Association who are recognized by their districts as art supervisors.

Focal point of the year's programs for the new group has been "The Art Supervisor's Role."

NATIONAL PRESIDENT OF ELEMENTARY PRINCIPALS SPEAKS IN SPRINGFIELD

Mrs. Margaret Efraemson of Philadelphia, national president of the Department of Elementary School Principals, discussed "The Multiple Roles of the Principal in Leadership" at the annual spring meeting of the Southwest Missouri Elementary Principals in Springfield.

Mrs. Efraemson spent the entire day of the meeting in Springfield, talking to members of the organization about problems the group might study at the local level.

STUDY FEATURES TEXTBOOK PRACTICES

"Standards of Practice in Textbook Management and Control in Elementary Schools" is a study recently compiled by Dr. Thor W. Bruce, auditor of the St. Louis board of education.

No analysis or conclusion is reached in the book because, as Dr. Bruce points out, state laws and economic factors create differences. After a study of the report, each school district must analyze its own needs, he says.

Ninety-three answers for an eighty per cent return were received out of a total of 116 questionnaires sent to school districts with population of 100,000 or more.

Make Contributions to Bunker Hill

Contributions received since the April 1959 issue of *School and Community* are gratefully acknowledged as follows:

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Suggest to your Community Teacher Association that it send a donation for Bunker Hill to the Missouri State Teachers Association, Columbia, Mo.

CMSC PLANS STUDY TOUR

The seventh annual Missouri State Study Tour conducted by Central Missouri State College and the Missouri State Chamber of Commerce will be August 9 to 21, Dr. D. W. Tieszen, dean of instruction, announced. Tour conductor will be Dr. Agnes Horton, assistant professor of social studies, who was a member of the 1958 tour group.

Examination

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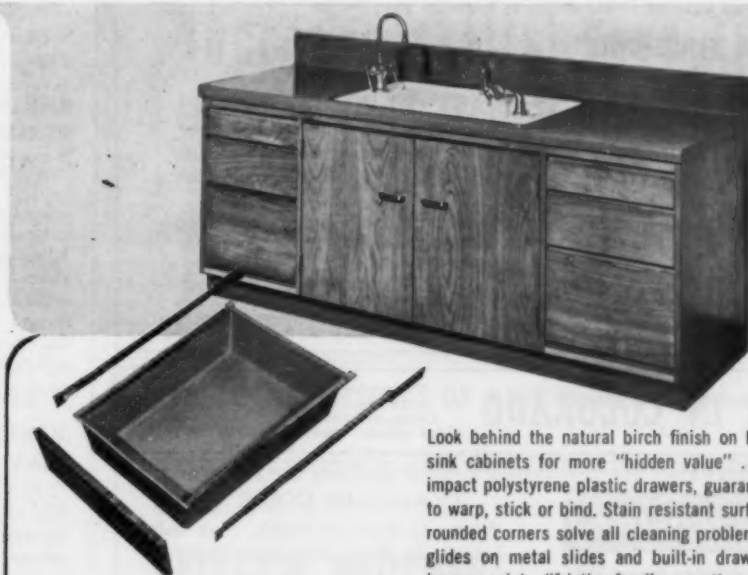
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ST. LOUIS COUNSELORS TO MEET MAY 7

St. Louis Public School Counselors and Guidance Administrators will hold their spring meeting May 7 at the Division of Audio-Visual Education Building in St. Louis.

ENGLISH TEACHERS PLAN WORKSHOP

"The Teaching of Literature" is the theme of an English workshop scheduled June 22-26 on the Northeast Missouri State Teachers College campus at Kirksville.

Speakers for the program will include: Dr. J. N. Hook of Champaign, Illinois, executive secretary of the National Council of Teachers of English; Dr. Dwight L. Burton of Tallahassee, Florida, professor of English at the University of Florida; Dr. Elizabeth Berry of the Kansas City Junior College English department; and Miss Berenice Beggs, professor emerita at the host college.

Additional information is available from Dr. Georgia Clifton, director of the workshop, at the college.

SOCIETY OFFERS EDUCATOR'S AWARD

The eighth Delta Kappa Gamma Society Educator's Award of \$1,000 will be given for the most significant contribution to education written by a woman between April 1, 1958, and April 1, 1960.

The award will be announced at the Society's International Convention in August, 1960.

SPRINGFIELD ELEMENTARY TEACHERS ELECT

Mrs. Hazel Ponder of Portland school will head the Springfield Public Schools Association of Elementary Principals this year. Other recently elected officers are Ben F. Lee, York school, vice-president; Mrs. Eva Eagleburger, Bissett school, secretary; Selbia Brooks, Ritter school, treasurer; and Margaret Waespe, Weaver school, program chairman.

KIRKSVILLE TEACHERS MAY GET RAISE

The Kirksville board of education has taken action which may lead to an improved salary schedule in the schools there.

O. Wayne Phillips, superintendent, said a committee of board members met with a teachers committee and studied present salary trends, with the assistance of Erwin L. Coons, salary consultant of the NEA. Coons later submitted a report illustrating how a better schedule might be obtained within three years.

The board has submitted a 20 cent levy to make the increase possible.

MISSOURI ADMITS

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KIRKS VISITS

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MISSOURI COLLEGES ADMITTED TO AACTE

Four Missouri colleges were recently admitted to membership in the American Association of Colleges for Teacher Education at the annual meeting. The Missouri institutions are: Culver Stockton, Lindenwood, Rockhurst and William Jewel.

KIRKSVILLE PTA VISITS CITY SCHOOLS

Executive officers of five PTA groups in Kirksville spent a day recently with O. Wayne Phillips, superintendent of Kirksville schools, and visited the city's schools.

Phillips said the day began with a briefing in his office. The group then went aboard a school bus to each school, stopping at times to visit classrooms. At noon, they ate lunch with principals of the schools.

Those attending expressed approval of the idea and asked that it be continued each year.

FOUR EDUCATORS ARE HONORED

Four alumni of the University of Missouri were honored with citations for "Distinguished Service to Education" at an Education Day dinner in the University's Student Union.

Dean Loran G. Townsend of the College of Education presented awards to these persons: Dr. Merle Karnes, who is associated with the public schools in Champaign, Ill.; Dr. Roy Ellis, president of Southwest Missouri State College at Springfield; Hubert Wheeler, Missouri State Commissioner of Education; and Fern Ellenberger, a member of the elementary school division in North Kansas City.

SCHOOL LAW STUDIED IN BOOK BY EDUCATOR

That law is for lawyers and education for educators is a theory which Dr. Lee O. Garber tries to explode in his "Yearbook of School Law—1959."

The book offers reviews and analyses of the most significant court decisions concerning schools and school districts which were handled in the nation's courts during the last year.

Subjects dealt with in the book include: The State and Public Schools; School Districts and School Officers; and School Property, Finance, Employees and Organization.

The book is available for \$3.00 from The Interstate, Danville, Illinois.

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Forget

(Continued from Page 9)

seems acceptable: not only may loss in achievement during a summer be largely prevented with children who do regular and methodical study, but a gain in achievement may be expected with many. The average loss and average gain are significant in amount.

The questions that I started with at the beginning of this study are partly answered. I believe I can say that during a normal summer vacation most children do forget a part of the previous year's training and this loss in achievement varies widely from one individual to another. (It will be noted that one child in the control group lost a year and four months in achievement.) I can recommend systematic study during a summer for maintaining one's achievement and even improving upon it when mothers ask advice.

New Questions

Nevertheless, the table indicates some deviations that propose new questions. How did one child in the control group gain five months in achievement without the help of the directed reading program? Did free reading account for this gain? Only the developmental program was withheld from the control group. What caused one child in the experimental group to lose four months? What might her loss have been if she had not followed the directed reading? I also notice that one child in each group made no loss or gain in achievement. Why is this a fact? Then I wonder whether I may expect the gains made in achievement to be maintained. I shall be watching for answers to these and other questions.

Although this study deals with only twenty-eight little individuals and their varied environments, what a paradox is presented! Here I am with more questions than I had when all this started! But it is intriguing.

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CENTRAL MISSOURI DCT HOLDS SPRING WORKSHOP

About 300 teachers turned out for the spring workshop of the Central Missouri State Classroom Teachers at Central Missouri State College in Warrensburg. The meeting was in charge of Mrs. Carmin Reed of Odessa, president.

By Law

(Continued from Page 21)

every phase of a democratic society. It calls for statesmanlike leadership in politics, economics and social thinking.

For the schools the situation is staggering. How can the social studies curriculum be made dynamic enough to pull out of the young people their best citizenship efforts and their greatest loyalties to the laws and legal practices? A cold disinterested analysis of laws, constitutions and political institutions is not enough.

The study must take on the strongest elements of realism. The pupil's interest and enthusiasm develops as he faces something important and real. This is especially true when he feels he is personally making progress and is actually accomplishing something.

A somewhat insignificant but perhaps important move in this direction was made at Jefferson City, Missouri, in April, 1958, when the YMCA launched its Model Judiciary program.

Model Judiciary

The Model Judiciary plan starts in the local Hi-Y or Tri-Hi-Y club. Any club may have one or several of a variety of courts—municipal, magistrate or circuit courts. Each court has one judge. It is important that the club make the work of the court as real as possible.

The set-up provides for two appellate courts, one with three judges in the Eastern district of Missouri and the other with three judges in the Western district.

One supreme court of seven judges sits in the chamber of the Missouri Supreme Court building during the session of the regular

Youth and Government Model Legislature.

For a case to go to the supreme court it must originate in the local club court and be taken from there to the district court and then appealed to the state supreme court.

In addition to those serving as judges and attorneys, clerks, commissioners and other court personnel may participate.

As the program is now organized some 50 or 60 Missouri young people may take part in the program at Jefferson City. There is almost no limit to the number that can gain law and legal experience on the local club level.

If the Model Judiciary proves to be as popular as the Model Legislature it will be a success. It will help to bridge the gap between political theory and law and government as it works. Moreover, it will supplement the social studies curriculum giving the teacher an additional tool for citizenship training.

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136. **Brochure** on modern approach to phonics program for kindergarten, primary and remedial instructions. (Phonovisual Products, Inc.)

139. **A Short Guide to the Examination of Webster's New World Dictionary.** 8-page illustrated brochure showing the salient features of a modern dictionary. Includes a composite page illustrating the 34 components every dictionary should contain. (The World Publishing Company)

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33. **Brochure** which outlines the assistance available to persons who have written a manuscript and who wish to know how to go about having it published. (Greenwich Book Publishers)

57. **Library Catalog**—lists children's books in picture-in-buckram library bindings, with recommendations and curriculum areas noted. (Follett Publishing Company)

77. **Strong** brochure describes the simple, easily operated incandescent and carbon arc follow spotlights for use in obtaining colorful effects and dramatic lighting action in school auditoriums. (The Strong Electric Corporation)

91. **France**, a 24-page booklet, in color, with its charming cover and inside illustrations by well-known French artists, as well as beautiful photographs, contains much helpful information on what to see and look for in various regions of France. Included will be information on Eurailpass, the one ticket that is good for two months of unlimited railroad travel in 13 European countries. (French National Railroads)

78. **Catalog** of supplies for handicraft work in mosaics, copper tooling, copper, enameling, reed and wrought iron and on through 30 different crafts to woodenware and wood carvings. (American Handicrafts Co.)

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Legislation

(Continued from Page 12)
calendar for perfection.

Senate Bill No. 207, relating to the school election in Kansas City, has gone to the House.

Federal

Continued support for the Murray-Metcalf bill is essential if the Congress is to act. Remember the Senate bill is S2 and the House bill is HR22. Under this proposal Missouri's 1959-60 allotment would be \$24,900,000.

You should urge your United States Representative and Senators to finance in full the National Defense Education Act passed last August.

The President's budget recommendation of a supplemental appropriation for NDEA of \$75.3 million would bring the program's total for fiscal 1959 to only \$115.3 million, as compared with \$183.3 million authorized by Congress for the first of four years. The House Appropriations Committee has proposed to cut even this. The President's budget request for 1960 of \$150 million compares with the \$222 million which Congress originally authorized for fiscal 1960. Thus, even if the full amounts requested for the two years are approved by Congress, the NDEA will be deprived during that period of more than \$140 million.

Grading

(Continued from Page 16)

a particular course as compared to all other students who have taken the course. Do not try to compare a student in one course with a student in a different course when assigning grades. This infers that because a student elects to take an advanced course it does not follow that he should automatically receive a superior grade. Remember, in each course over a period of time there should be a normal distribution represented.

This question is frequently asked: "How does one go about establishing standards whereby

grade distribution will be in keeping with the overall school's distribution?" Of course, this could be done very exactly by just listing all the students of a class from top to bottom as they rank and then assigning the top certain per cent E's (to coincide with the schools), another certain per cent S's, etc. However, common judgment will tell us that individual class abilities vary from year to year and thus it is recommended that this method serve only as a guide and not be rigidly adhered to.

The following suggestions are offered to help in establishing your grade standards:

1. Semester after semester, year after year, keep studying and standardizing your classwork and tests given in view of a normal distribution of grades.

2. Do not set certain percentage scores for grading and adhere to them rigidly until your classwork and tests are so well standardized over a period of time that a normal distribution has been represented. Percentage scores such as 95-100 indicates E work, 85-90 indicates S work, etc. should only serve as a guide and not be rigidly followed. It is doubtful if any teacher even over a period of 10-20 years can say that a certain percentage score stands for a certain grade.

3. Keep aware of other teachers' grade distributions and ask questions of those who seem to consistently have fairly normal distributions of grades.

In conclusion, it must be stated that every teacher has the right, responsibility, and obligation to assign letter grades as he sees fit. This letter grade will stand as assigned. However, the school has the right, responsibility, and obligation to say what the letter grade should represent and therefore has the responsibility and obligation of interpreting the value of the assigned letter grade in relationship on a comparative basis with all school grades assigned.

PERMANENT and CUMULATIVE RECORD FORMS

Model offers the State Approved Cumulative Record forms for Elementary and secondary schools. Form 99 (grades 1-8) and form 99-A (grades 1-6) are printed on heavy white bristol board, size 8½x11". Form 101 for grades 7 thru 12 is a folder type of record on heavy white bristol, tab-cut in three positions similar to a file folder.

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St. Louis University	July 16-17

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Typewriting

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IN JUNIOR HIGH SCHOOL

By Marie Wood
Russellville

DURING the 1956-57 school year Cole County District R-I Schools, Russellville, Missouri, formulated an experimental program using seventh and eighth grade students. Each student elected to enroll in a shop course, home economics, or typewriting. Twenty students enrolled in the typewriting class. The class met for 45 minutes each day, 5 days a week for the entire school year. During the same year typewriting was taught to juniors in high school.

In comparing the two classes, the three outstanding observations were: (1) The junior high school students showed more enthusiasm in learning to type than did the senior high school students. Every student was eager to learn regardless of his intelligence and no student had an indifferent attitude. (2) There was no noticeable difference in the final average attainment of speed between the junior high school and the senior high school class. (3) The seventh and eighth grade students were somewhat limited in the field of English.

No strict differentiation was used in the method of teaching the two classes. In addition to the teaching of the basic techniques and skills necessary in operating the typewriter the course contained the following: (1) typing of personal letters and learning of two or three basic business letter styles (2) addressing of envelopes (3) centering typewritten material (4) word division (5) simple tabulating problems (6) simple outlines (7) typing of essays, compositions, and

articles (8) typing of reports with footnotes.

Among the motivational devices used were relay races, contests, and artyping. The most popular and effective device was one used at Christmas time. A tree was made from construction paper and decorated by the students with doll dishes and miniature circus toys. Each day during the week preceding the Christmas vacation a timed writing was given. A student was required to attain a certain goal before he was allowed to decorate the tree with an ornament. This device proved to be as effective for senior high school students as for junior high school students.

As a result of having taught typewriting to seventh and eighth grade students, the following conclusions were reached: (1) If typewriting is to be taught to students before entering senior high school, there is a need for a typewriting textbook designed primarily for use on the junior high and/or elementary level. (2) Students should be assured of the fact that the typewriter can be a helpful tool in their school and personal life, and should be encouraged to continue to use the typewriter after they have completed a formal course in typewriting. (3) The course should be correlated with other subject matter courses—such as social studies and English. (4) The course should be an elective course and not compulsory. (5) If the course proves to be satisfactory for a particular school system, it should be a continuing program for the individual child and for the school.

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MISSOURI TEACHER WINS WORLD TOUR

A Missouri teacher, Mrs. Grace Nelson Lacy of Bel-Nor school in Nor-



Teaching geography to "open windows on the world" won Mrs. Grace Nelson Lacy, 5th grade teacher at the Bel-Nor school in Normandy, a 53 day trip around the world.

mandy, has won a trip around the world.

Mrs. Lacy was named the First Grand National Award winner in the Ralston Purina Company's Bold Journey Teacher Awards Program. Three Missouri teachers won regional awards in the contest: Mrs. James A. King of Poplar Bluff junior highschool; Carolyn B. Werner of the Glenridge school in Clayton; and Mrs. Sidney T. Wright of Washington school in Sedalia. The regional awards amount to either a tour of the Eastern or Western United States, or a two week trip to either New England or the Rocky Mountains.

The awards were made on the basis of imaginative use of the Bold Journey television series as a classroom resource.

READING PROGRAM EXPERIMENTATION

Dr. Charles F. Yeokum, superintendent of schools, Belton, Mo., reports that the Belton public schools are experimenting with a different approach to the reading problem.

Pupils in grades 3, 4, 5, and 6 are divided into five reading groups at each grade level. The pupils are all tested to ascertain their reading level.

Starting with the high achievement group, each grade is separated into four groups who are

assigned to regular classroom teachers. The fifth or low achievement group is put into a class with a special education teacher. Thus, they do not have to mix grade levels and at the same time each teacher is permitted to teach on

one level in reading.

The above grouping is for reading only. At the end of the year if this proves successful in reading they intend to move into the same grouping for mathematics next year.

APPLICATION FOR HOTEL ACCOMMODATIONS MISSOURI STATE TEACHERS ASSOCIATION CONVENTION St. Louis, November 4-6, 1959 SCHEDULE OF RATES

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Congress	7.50-10.50	9.50-12.50	9.50-12.50
Coronado	8.00-12.00	10.00-16.00	13.50-16.00
DeSoto	5.00-7.50	7.00-10.00	8.50-12.00
Fairgrounds	5.00-7.00	7.00-9.00	7.50-10.00
Fairmont	5.50-8.00	6.50-9.50	6.50-9.50
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BUTLER CO. PRINCIPALS FORM ASSOCIATION

Meetings of the Butler County Elementary Principals' Association during the past few months have featured talks by Miss Lilli Sisney, reading consultant, and Miss Virginia Topping, language consultant.

Officers of the new organization are Vencil W. Wilson, president; J. H. Friedman, vice-president; and Mrs. Mildred Vandover, secretary-treasurer.

BOOK LISTS SCIENCE MATERIALS

Science Materials Center, a division of the Library of Science, has available a 36-page catalogue of science materials designed for educational science project work for all ages and experience levels.

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Additional 100% Counties

Since the April issue the following counties have reported 100% membership in the Missouri State Teachers Association:

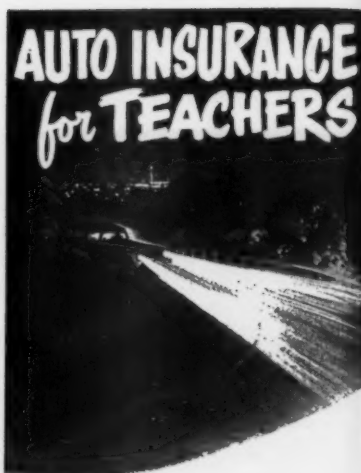
County	Superintendent
Audrain	Howard Maxwell
Camden	Wayne Stanton
Henry	Mrs. O. M. Kimbrough
Moniteau	O. Raymond McDaniel

Read It

(Continued from Page 11)

Unit of Study Advantages

As will be readily seen, use of the unit of study method of instruction is a radical departure from the long-practiced "rise and read" or the "stand, speak, and sit down" routine. It must also be apparent it has many advantages. It is, first of all, democratic, but with the teacher as the recognized constituted authority. It is an action program instead of one demanding that the children be unnaturally still and quiet. It can be made to cut across subject lines by integration of the social studies, science, arithmetic, and the language arts with the other arts. It immediately provides the child with a purpose for his reading; it gives him occasions for skimming and other occasions for careful



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perusal of subject matter for details; and it practically necessitates that he read with comprehension. One merit of this method cannot be over-emphasized and that is the benefit derived by the participants from the constant exchange of ideas backed by their findings from their reading. When they are extending their influence by conveying to others their knowledge supported by their research on recognized problems, are they not learning that which they will be called upon to put into practice in their adult lives? Are not the elements of word recognition, understanding, interpretation, and use all combined in this one unit of study?

It is also the ideal situation in which the consideration of individual differences may be most beneficial. Each pupil is expected by the others to contribute to the extent of his ability toward the successful outcome of the whole. When the unit is completed each child will have a perfect right to be proud, not only of his part, but also of having participated in a successfully accomplished goal by a group of his peers. What better experience for the practice of future citizenship can any school offer? Thus it is the psychological approach.

In this article the writer's intention was not to offer a detailed account of the mechanics of the teaching of reading, such as the use of phonetics, structural analysis, meaning derived from context, recognition of words by configuration, and other skillful measures. All of these have a very important place in the instruction of reading and should not be neglected. But, as was indicated in the opening paragraph, the extension and enrichment of the experience of the reader that he may transmit ideas gleaned from the printed symbols into thoughts, words, and actions which will enable him to enjoy and improve his environment may best be accomplished by the acceptance of the suggestion "Let's read it together."

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